DOCUMENT RESUME

ED 134 626 95 TM 006 036

AUTHOR	Lake, Roy V.
TITLE	An Analysis of a Home-School-Community Relations Program in an IGE School. Technical Report No. 395.
INSTITUTION	Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Aug 76
CONTRACT	NE-C-00-3-0065
NOTE	337p.; Ph.D. Dissertation, University of Wisconsin
EDRS PRICE	MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS	*Activities; Citizen Participation; *Community Surveys; Elementary Education; *Family School Relationship; Individualized Instruction; *Interaction; Interviews; Models; Parent Attitudes; Questionnaires; *School Community Relationship; *School Districts; School Personnel; Statistical Analysis
IDENTIFIERS	Individually Guided Education

ABSTRACT

An in-depth analysis of a school's home-school-community relations program from the perspective of the school's staff and the citizens within its attendance area was conducted. The study was designed to determine the programmatic and nonprogrammatic activities and to examine the existing relationships between: (1) the operating functions, (2) the control functions, (3) the primary interaction patterns, and (4) the importance and effectiveness of the activities. The conceptual framework of the study utilized the theoretical framework developed from the Wisconsin Research and Development Center's home-school-community relations model and the literature. The study was conducted in a single school district using interviews and questionnaires as means of answering fourteen research questions and two ancillary questions developed from the home-school-community relations literature and research. All activities and questions were tabulated by computer. Frequencies and percentages were presented on all activities and questions. Relationships, as they related to the research questions, were analyzed by means of a product-moment correlation. Differences between groups regarding the ancillary questions were analyzed through an interactive t-Test. The major conclusions were presented and recommendations made. (Author/RC)

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TECHNICAL REPORT NO. 395

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AUGUST 1976

WISCONSIN RESEARCH
AND DEVELOPMENT
CENTER FOR
COGNITIVE LEARNING

TM006 036

Technical Report No. 395

AN ANALYSIS OF A HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM IN AN IGE SCHOOL

by

Roy V. Lake

Report from the Project on
Organization for Instruction and
Administrative Arrangements

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Faculty Associates

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Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

August 1976

This Technical Report is a doctoral dissertation reporting research supported by the Wisconsin Research and Development Center for Cognitive Learning. Since it has been approved by a University Examining Committee, it has not been reviewed by the Center. It is published by the Center as a record of some of the Center's activities and as a service to the student. The bound original is in the University of Wisconsin Memorial Library.

Published by the Wisconsin Research and Development Center for Cognitive Learning, supported in part as a research and development center by funds from the National Institute of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that agency should be inferred.

Center Contract No. NE-C-00-3-0065

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- offering assistance to educators and citizens which will help transfer the outcomes of research and development into practice

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FUNDING

The Wisconsin R&D Center is supported with funds from the National Institute of Education; the Bureau of Education for the Handicapped, U.S. Office of Education; and the University of Wisconsin.

ACKNOWLEDGEMENTS

The encouragement and support of Professor Marvin J. Fruth, the author's major advisor, is gratefully acknowledged. His contributions to this work and assistance throughout the graduate program will be long remembered. Appreciation is also extended to Professors B. Dean Bowles and Donald N. McIsaac who served as members of the preliminary examination committee. Gratitude is expressed to Professors Lloyd Frohreich, Howard Wakefield, and Wayne Otto for agreeing to serve as members of the final examining committee.

This work is dedicated to my wife JoAnn, daughter Carin, and OUR combined families for their constant support which provided the encouragement and inspiration to complete this work.

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ABSTRACT

The purpose of this study was to conduct an indepth analysis of a school's home-school-community relations program from the perspective of the school's staff and the citizens within its attendance area. The study was designed to determine the programmatic and nonprogrammatic activities and to examine the existing relationships between:

1. The operating functions
2. The control functions
3. The primary interaction patterns, and
4. The importance and effectiveness of the activities.

The conceptual framework of the study utilized the theoretical framework developed from the Wisconsin R & D Center's home-school-community relations model and the literature.

The study was conducted in a single school district using interviews and questionnaires as means of answering fourteen research questions and two ancillary questions developed from the home-school-community relations literature and research.

All activities and questions were tabulated by computer. Frequencies and percentages were presented on all activities and questions. Relationships, as they related to the research questions, were analyzed by means of a product-moment correlation. Differences between groups

regarding the ancillary questions were analyzed through an interactive t-Test. The major conclusions were:

1. The nonprogrammatic activities were less tangible and visible than the programmatic activities and therefore not as recognizable by community subpublics.
2. The school staff placed high priority on communication and involvement for both programmatic and nonprogrammatic activities and saw little effort and resources expended in analyzing the school community and resolving conflict.
3. The primary interaction patterns focused mainly upon the interaction between the school and the child, and the school and the home.
4. A general lack of agreement was found across all respondent groups regarding the roles and responsibilities of school personnel for specific programmatic and nonprogrammatic activities.
5. The importance and effectiveness of an activity does not depend upon the control functions.
6. All respondent groups, with some minor differences, view those activities dealing with the operating functions of communication, involvement, and resolution as the most effective activities in the home-school-community relations program. This raises some question as to the effectiveness of community analysis.
7. The staff, parents, and nonparents do not perceive those activities intended to interact with the child as more or less important than those intended for the home, attendance area, or total school district.
8. All respondent groups agreed that the activities intended to interact with the home are the most effective activities in the home-school-community relations program.
9. There was evidence that the control functions would neither increase or decrease the school's interaction with the child, home, attendance area, or total school district.
10. The control functions were not related to the amount of analysis, communication, involvement, and resolution which was conducted by the school with the various subpublics.

11. General agreement was found regarding the importance of the activities within the school's home-school-community relations program.

12. Respondents generally perceived the objectives of the home-school-community relations program as being accomplished to a limited extent.

Based upon the conclusions, some implications for further research and practice were presented.

APPROVED: Marvin J. Fruth
Marvin J. Fruth

DATE: August 9, 1976

CHAPTER I

INTRODUCTION

The primary purpose of this research was to conduct an indepth analysis of a school's home-school-community relations program from the perspective of the school's staff and the citizens within its attendance area. The study was designed to determine existing relationships among the programmatic and nonprogrammatic activities, the operating functions, the control functions, the primary interaction patterns, and the perceived importance and effectiveness of these activities and functions.

Programmatic activities were defined as the formal or recognizable activities through which the school interacts with its environment. Nonprogrammatic activities were defined as the informal activities which a school may conduct in its home-school-community relations program such as an opendoor policy, principal's response to telephone calls from parents, and the staff working well together in planning activities for children. The operating functions were defined as analysis, communication, involvement, and resolution. For a more detailed definition of the operating functions see Chapter II. The control functions were defined as the process of planning, deciding, conducting, coordinating, and evaluating on the part of the organization to accomplish the operating functions of analysis, communication, involvement, and resolution through programmatic and nonprogrammatic interaction. The primary interaction patterns were defined as the interaction between the school and the community at four interdependent levels which influence the type of instructional program within an IGE school. Importance was defined as the degree to which an activity is perceived as having significance. Effectiveness was defined as the degree to which an activity is perceived as having accomplished its objective.

Background of the Study

The process of providing for individual differences in both the cognitive and affective domains has become an important aspect of education. Individually Guided Education (hereafter IGE) was developed as an alternative form of education to traditional schooling. The Wisconsin Research and Development Center for Cognitive Learning (hereafter R and D Center), developed IGE as an educational innovation in nine pilot schools in 1967, and it spread to well over 2500 schools in 1976. IGE was designed as "a comprehensive system of education and instruction designed to produce higher educational achievements through providing well for differences among students in rate of learning, learning style and other characteristics" (Klausmeier, et al., 1971, p. 17). The system was conceptualized as seven components:

1. Multiunit school instructional-administrative arrangements.
2. Instructional programming for the individual student.
3. Evaluation for educational decision making.

4. Curricular materials compatible with individualized instruction.
5. Facilitative intraorganizational and extraorganizational environments.
6. Continuing research and development.
7. A program of home-school-community relations (Sorenson, et al., 1976, p. 1).

Multiunit School Instructional-administrative Arrangements

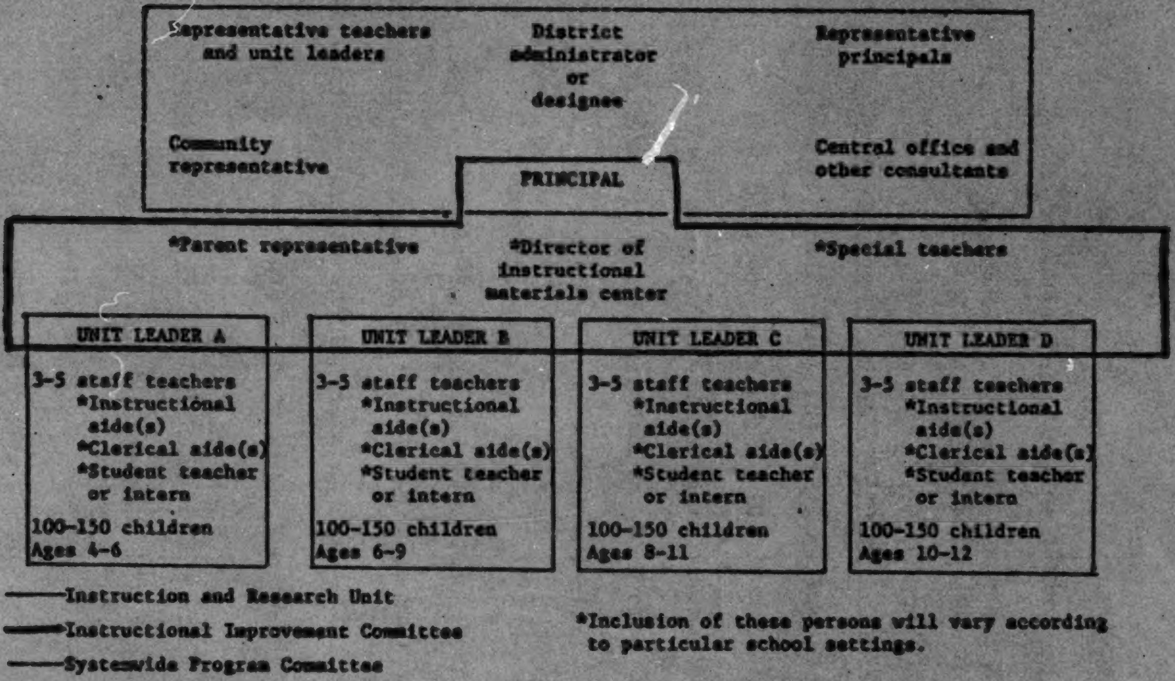
The multiunit school (see Figure 1) was defined by Klausmeier, et al., 1971, p. 20) as designed to "produce an environment in which instructional programming and other components of Individually Guided Education can be introduced and refined." The three levels of organization within the multiunit school are the Systemwide Program Committee which establishes operating guidelines at the district level; the Instructional Improvement Committee which functions at the school level to guide the instructional program; and the Instruction and Research Unit which carries out the planning, implementing, and evaluating of the instructional program at the unit level.

Instructional Programming for the Individual Student

The Instructional Programming Model (see Figure 2) was designed as a framework for meeting individual student needs through the development of instructional programs. The model utilizes instructional programming, continuous progress, preassessment, and criterion referenced assessment. The instructional process takes into account the pupil's beginning performance, rate of progress, style of learning, and

FIGURE 1

PROTOTYPE MULTIUNIT ORGANIZATION OF AN IGE SCHOOL OF 400-600 STUDENTS


Representative teachers and unit leaders
District administrator or designee
Representative principals
Community representative
PRINCIPAL
Central office and other consultants
*Parent representative
*Director of instructional materials center
*Special teachers
UNIT LEADER A
3-5 staff teachers
*Instructional aide(s)
*Clerical aide(s)
*Student teacher or intern
100-150 children
Ages 4-6
UNIT LEADER B
3-5 staff teachers
*Instructional aide(s)
*Clerical aide(s)
*Student teacher or intern
100-150 children
Ages 6-9
UNIT LEADER C
3-5 staff teachers
*Instructional aide(s)
*Clerical aide(s)
*Student teacher or intern
100-150 children
Ages 8-11
UNIT LEADER D
3-5 staff teachers
*Instructional aide(s)
*Clerical aide(s)
*Student teacher or intern
100-150 children
Ages 10-12
Instruction and Research Unit
Instructional Improvement Committee
Systemwide Program Committee

*Inclusion of these persons will vary according to particular school settings.

Source: Lipham and Fruth, THE PRINCIPAL AND INDIVIDUALLY GUIDED EDUCATION. Reading Massachusetts: Addison-Wesley Publishing Company, 1976, p. 32.

INSTRUCTIONAL PROGRAMING MODEL IN IGE

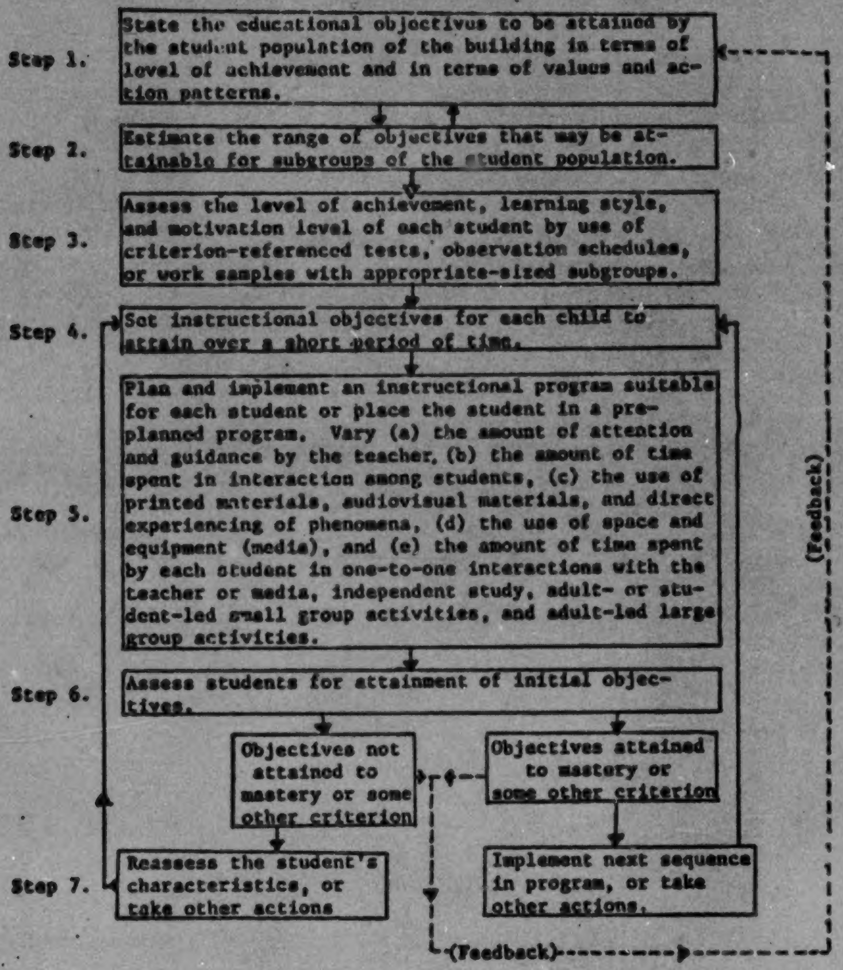

Step 1.
State the educational objectives to be attained by the student population of the building in terms of level of achievement and in terms of values and action patterns.
Step 2.
Estimate the range of objectives that may be attainable for subgroups of the student population.
Step 3.
Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, or work samples with appropriate-sized subgroups.
Step 4.
Set instructional objectives for each child to attain over a short period of time.
Step 5.
Plan and implement an instructional program suitable for each student or place the student in a preplanned program. Vary (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials, and direct experiencing of phenomena, (d) the use of space and equipment (media), and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.
Step 6.
Assess students for attainment of initial objectives.
Objectives not attained to mastery or some other criterion
Objectives attained to mastery or some other criterion
Step 7.
Reassess the student's characteristics, or take other actions
Implement next sequence in program, or take other actions.
(Feedback)
(Feedback)

Fig. Source: Klausmeier, H. J., M. R. Quilling, J. S. Sorenson, R. S. Way, and G. R. Glasrud 1971. Individually Guided Education and the Multiunit Elementary School: Guidelines for Implementation. Madison, Wisc.: Wisconsin Research and Development Center for Cognitive Learning.

other learner characteristics related to the school's instructional program.

Evaluation for Educational Decision Making

Klenke (1975, p. 14) stated that,

> Evaluation in Individually Guided Education is a process that encompasses decisions relating to staff personnel, curriculum development, resource management, and home-school-community relations. However, the most frequent and critical use of evaluation processes is in the area of instructional decision making. Within the instructional process, evaluation occurs at three key points: at the beginning of a unit of instruction, during critical points of actual instruction, and at the conclusion of instruction.

Curricular Materials Compatible with Individualized Instruction

Individual differences of students are provided through the use of a variety of curricular materials in IGE. To enhance the useability of the materials, the materials should be reliable and accurate, learnable, teachable and accessible and useable by the staff for instruction.

Facilitative Intraorganizational and Extraorganizational Environments

The facilitative environments provided for IGE were the multiunit organization, the state network, Regional IGE Coordinating Councils, and the Association for Individually Guided Education.

> Within the school the primary facilitative environment is established through the multiunit organization. The state network provides an organized support system external to the school. The state network is a three-tiered arrangement of inter-relationships between Systemwide Program Committees, state education agencies, teacher education institutions, and regional IGE centers (Klenke, 1975, p. 15).

Continuing Research and Development

The local school and higher institutions of learning conducted research and development focused upon the processes of learning and teaching for improving practices within IGE. Other areas of research focus on development of curricular materials for IGE and mechanisms for supporting the teaching and learning processes.

A Program of Home-school-community Relations

Historically home-school-community relations is viewed from the public relations perspective with communication focused primarily between the school and community (Kindred, 1957; Calhoun, 1965).

Bowles and Fruth (1976, p. 168) defined an effective home-school-community relations program from a political perspective as:

> the resolution of both actual and potential conflict among various subpublics which may be associated with policy decisions or administrative practices which determine; 1) the use of available, scarce resources; 2) the value choices to be made regarding the educational program; and 3) the locus of power in the educational enterprise.

Kim, et al., (1975) also suggested home-school-community relations utilizing a political context. They viewed the process as the interaction between the school and the political system in which it was located. The term politics was viewed as the kind which determine the composition of the community where people live, the type of schools provided, the kind of educational program conducted, and not from the national, partisan viewpoint.

The research presented in this study was conducted utilizing one school and its attendance area. Very little research has been conducted from a political perspective with the school attendance area as the unit of analysis. Summerfield (1971) conducted field research at the local school level which linked the neighborhood school, the principal, and the attendance area into a political framework. His conclusions were that the neighborhood elementary school could serve as a unit of analysis with a political framework, and that school attendance areas differ in their political style. Summerfield found that parental pressure and influence causes the principal to behave differently and that parental pressure and influence were dependent upon socio-economic status.

Other researchers utilizing a political framework in studying the neighorhood elementary school were Steinert (1971), Holman (1965), Firestone (1972), and Safer (1972). Their general conclusions were that professional persons are the personal influence leaders, local community groups are normally conservative and generally ineffective, pressure group leadership is a small dedicated group of individuals, and little influence is exerted by pressure groups upon school policy.

The R and D Center developed an exploratory model of home-school-community relations. The conceptualization of this model utilizing the political perspective provided insights into understanding educational decision making at the building level. The several research studies will be presented in the next section dealing with the review of the related literature.

Review of the Related Literature

Literature related to: 1) school-community relations, 2) home-school-community relations, and 3) the boundary spanning aspects of organizational interaction will be reviewed in this section.

School-community Relations

School-community relations was conceived as an administrative function with emphasis on one-way and two-way communication between the community and the school. Kindred (1957, p. 16) defined school-community relations as:

> a process of communication between the school and the community for the purpose of increasing citizen understanding of educational needs and practices and encouraging intelligent citizen interest and cooperation in the work of improving the school.

Alexander (1928) referred to public relations in education as educational publicity and Walch (1956) as educational interpretation. Charters (1969, p. 1028) referred to public relations as:

> those functions of an educational organization concerned with communicating to the public, or district segments of the public, regarding the organization's programs, policies, services, and the like, with the deliberate intent of creating or maintaining favorable public attitudes toward the organization.

According to Calhoun (1965) and Walch (1956), public relations developed through historical stages which included: 1) the town meeting; the hands-off approach; 3) the selling approach; 4) the educational interpretation approach; and 5) the cooperative endeavor approach. Walch (1956) included the others but did not include the town meeting as one of his stages.

School public relations paralleled the development of commercial public relations, PTA/O's public opinion polls, and the school survey movement (Charters, 1960). Administrators and others directly involved in the operation of the schools were primarily responsible for school-public relations (Charters, 1969, p. 1029).

In districts of over 10,000 students, Smith (1971) suggested that there should be a full-time public relations person whose role should consist of planning a program and evaluating objectives. Norton (1970) contended that the systems approach in school-public relations was needed as a necessary step toward the initiation of a "child-focused" program of school-community relations. Accurate information about the community and its attitudes is important for intelligent planning and reducing guesswork according to Kindred (1957), Dapper (1964), Kelley (1968), and Norton (1968). In dealing with the community either from school to home or home to school, two-way communication or face-to-face communication are necessary for better public understanding, more effectiveness, and pertinent decision making (Fusco, 1962; Trump, 1971; and Atkinson, 1971).

AASA (1950) presented the following activities which increase understanding of school programs: 1) speeches, 2) the newspaper, 3) radio and television, 4) slide films and motion pictures, 5) graphic and pictorial materials, 6) the letter, 7) messages to parents, 8) student publication, 9) reports, and 10) exhibits, excursions, and observations. Sestak and Frerich (1968) suggested that the two main functions of school-community relations were to 1) raise the level of public understanding through information programs, and 2) seek community support by having citizens participate in meaningful school affairs. They further stated the needs of a school-community relations program to be: 1) the education board's legal and ethical accountability to the public, 2) the school's reliance upon the extent to which it holds understanding, interest, and confidence of the people, and 3) community cooperation for the best education of children.

The National School Public Relations Association (1968) stated that:

> educational public relations is a planned and systematic two-way process of communication between an educational organization and its internal and external publics. Its program serves to stimulate a better understanding of the role, objectives, and accomplishments of the organization. Educational public relations is a management function which interprets public attitudes, identifies the policies and procedures of an individual organization with the public interest and executes a program of action to encourage public involvement and to earn public understanding and acceptance.

Several authors supported the necessity of a good school PR program. Carine (1962) presented the view that the primary goal of a PR program should be the development of cultural and intellectual goals toward an improvement in recognition of the academic side of education. With a little creative imagination, the grapevine, and patience, PR can change values and create new goals. Williamson (1969) found that school PR must be considered as essential to administrators as instruction, pupil services, and other programs. PR has been associated with written materials, but face-to-face contact is the most important and underrated aspect of the program. The first step should be internal communication followed by communication between the school and community.

Shaw (1962) postulated that a two-way flow between public and the institution, recognition of the publics within the institution, and knowledge of the several publics outside the institution were necessary for a good PR program. He stated that PR is crucial to the success of any work done by an educational institution. Harmon (1971, p. 17) listed fifteen principles for school employers to follow in developing "good" public relations. These include:

> telling the truth and giving the fact; dressing neatly and cleanly; taking advantage of social contacts to sell the school and its programs; and making the information program to the public a continuous one.

Good PR is the development of a cooperative, interactive relationship between us and the public for the welfare of the child; based on a mutual understanding between school and home.

Sumption and Engstrom (1966) presented a view of school-community relations utilizing four essential principles: 1) recognizing the school as belonging to the public; 2) understanding that the schools have the responsibility to seek out truth and teach people to live by it; 3) realizing the necessity for systematic, structured, and active participation in educational planning, policy-making, problem solving, and evaluation; and 4) recognizing that an effective two-way system of communication between school and community is needed. Ten areas were listed for the private citizen to contribute toward educational improvement. These were:

> 1) the public school in the modern community, 2) the school and the community power structure, 3) the role of the community in education, 4) community participation, 5) the citizen

> advisory committee, 6) communication between school and community, 7) the development and maintenance of communication, 8) principles of operation, 9) the school and social change, and 10) basic issues in school-community relations.

During the 1950's and up until the mid 1960's public relations was the usual method employed by the school in interacting with the community. Recently, however, new variables have necessitated a change in the school's perceptions of the community. Some of the reasons were new federal regulations such as Title I, rising taxes, an awareness of the political nature of education, and the emergence of more knowledgeable and informed citizens. With this change emerged a broader term home-school-community relations.

Home-school-community Relations

The term home-school-community relations is a new concept with emphasis upon the political process for creating and understanding educational change. Bowles and Fruth (1976, p. 164) proposed three general goals for home-school-community relations in IGE:

1. To make the IGE staff aware of and responsive to the educational expectations and available resources to the community, parents and students.
2. To make the community, parents, and students more aware of and responsive to the requisites of the instructional program as implemented in IGE.
3. To identify and utilize ways and means of actively involving both staff and community in the awareness, commitment, changeover, refinement, and renewal of implementing IGE in the school.

The primary objective is the resolution of actual or potential conflict among the various subpublics which involve decisions relating to the use of scarce resources, values used in determining the educational program, and the locus of power in the educational system.

Horowitz (1962, pp. 177-88) discussed exploring the relationships between consensus, conflict, and the theory of cooperation in sociological research. He presented an argument that both consensus and conflict are phenomena which may promote or inhibit social operations or political cohesion. Horowotz argued for the study of conflict as well as consensus in a complex organization since this would be implicit in conducting research on educational change within the school community as a political system.

Havighurst (1968) studied the public schools in Chicago. The three objectives of his study were: 1) to explore the interaction of the educational system with the social structure and social forces in a modern metropolitan area, 2) to make a historical study of the development of education in a city developing within the twentieth century, and 3) to conduct a sociohistorical study of education in a complex community. Some of his findings were that the public schools were important in the local politics of Chicago, that the public schools were influential in educational policy and received financial support from the business of the community, and that the public schools were brought into cooperation with noneducational agencies to solve social problems of the city.

Dykes (1963, pp. 34-35) found that an effective administrator was able to influence the formal and informal power structures. He stated that the three steps of statesmanship were 1) identify,

2) educate, and 3) lead. Identify the community leaders, educate them, and prove that the administrator is the community's educational leader. His premise is that an effective administrator is able to influence the formal and informal power structures.

Dye (1967) studied the socioeconomic and political variables on state educational policies. He found that the socioeconomic variables were more influential than the political variables in shaping educational policy.

The concepts and competencies (hereafter operating functions) of a home-school-community relations program were described by Bowles and Fruth as analysis, communication, involvement, and resolution. The four operating functions were designed to facilitate the resolution of actual and potential conflict in the allocation of available resources, educational values, and power. Definitions for the operating functions are found in Chapter II. The following section of the review of the literature utilizes the operating functions as categories.

Analysis

Analysis was defined by Bowles and Fruth (1976, p. 172) as 1) the accurate identification of issues and their elements; 2) the identification of individuals or groups involved with a particular issue; and 3) the identification and matching of individuals or groups with issues. Issue identification focuses upon determining problems or conflict within the community through either "on-the-job sense", systematic surveys, indepth open-ended interviews, or employing a planned participatory group dynamic process.

Brown (1966), Norton (1970), and Scribner (1970) suggested the systems approach as a useful tool in analyzing the political life of a school system as well as describing the political realities of educational reform in the schools. Scribner summarized the political systems approach with five major variables: 1) the social and physical characteristics of the environment, 2) the political input characteristics, 3) the internal characteristics of the authoritative decision-making agency, 4) political system output characteristics, and 5) the environmental response characteristics with consideration for their interrelationships. He suggested that the systems approach is needed to assure a concentrated and comprehensive application of all school and community resources to the implementation of an effectively planned program of school-community relations.

Several techniques have been developed to analyzing a community. Dick (1960) applied scaling and image analysis techniques as a new method of ranking community influentials. Dilks (1965) used a combination of reputational and issue-analysis techniques to identify the leaders in selected community organizations. He found that the overlap of leadership structure in the high effort district was much higher than that found in the low effort district.

Kelly (1968) stated that local boards should undertake an informations gathering program to help them in decision making and policy formulation. The focus of the research-information collection should be on: 1) what is the history of school support, 2) what has been the community's social class structure, 3) what organizations are most concerned with the schools, 4) what business and employment changes are occurring, and 5) what past decisions have provoked intended interest or reactions?

Spinrad (1965) focused on reviewing community power studies especially those conducted by Miller, Dahl, and Banfield. Spinrad examined 1) the meaning of community power and its relation to the methods of reputation versus event analysis, 2) the motivation for the group or the individual to intervene in the decision-making process, 3) the formal features and resources of community power, 4) the power position of business and local government as the two major institutional groups, and 5) the power structure of American communities. The results of this study provide educators with insights into the identification and measurement of community power in relation to decision making in the educational enterprise.

In a study which reviewed four school-community relationship surveys in urban settings, Nystrand (1969) attempted to determine 1) how the local school-community interacted and communicated with the community, 2) how effective they were, 3) how the local school-community became knowledgeable about local school-community issues, and 4) how they cultivated public receptivity to survey recommendations. The methods employed were sample surveys, case study techniques, content analysis of school board minutes and other documents, interviews with local influentials, and community meetings. His conclusion was that a research framework for analyzing home-school-community relations needs to be developed.

Studies which focused on persons in formal positions of authority for analyzing the community power structure were done by Lynd (1937), Warner (1949), and Hollingshed (1949). The reputational technique employed by Hunter (1953) identified individuals involved in issues, who, in turn, nominated others who were knowledgeable and influential on issues. Hunter found that the power structure included leaders of the local industries, banks, law firms, and newspapers. Members of the power structure were not involved in school policy or local boards of education. Educational decisions were made by lower level personnel in the power structure. The power elite was not represented by administrators, college personnel, or the clergy. Dahl (1961) and Polsby (1963) suggested event analysis as useful in analyzing who actually made what decisions, where, when, and why. Vidich and Bensman's (1968) analysis on school politics in a rural setting showed how an administrator can survive in a hostile community through the use of political knowhow and ability. In the study outside influences were identified as creating stress between the everyday life in a small town and federal requirements.

Iannaccone and Lutz (1970) analyzed the political aspects of education through changes in the community power structure. McCarty and Ramsey (1971) suggested four types of community power structure for possible analysis of community environments. Dykes (1963) and Hughes (1967) inferred that for administrators to be influential and effective they needed to understand the concepts of power and the power structure within the community.

Mayer (1974) recommended that the members of a district's power structure be identified essentially through nomination. He stated that research done at the University of Florida found that the most reliable sources of nominations were newspaper editors, radio and television executives, and banking and financial executives. Those individuals with the least reliable nominations were educators and religious leaders.

In the more recent research, Kindred (1976, p. 35) presented the following eleven steps for collecting information that will help planners to understand the community where the program will operate. "Pertinent data about the community should reveal:

1. existing needs and expectations of citizens regarding public education;
2. opportunities and means for effecting better cooperative relations with various publics;
3. the nature of the power structure and the areas of decision making;
4. immediate and long-term problems that need attention;
5. gaps that should be filled in order to produce more public understanding of educational policies and programs;
6. situations to be avoided due to a past history of conflict;
7. an identification of those individuals and groups who are friendly or unfriendly toward public education;
8. changes that are occurring in patterns of community life;
9. the channels through which public opinion is built in the community;
10. leadership and leadership influence; and

11. the number and types of organizations and social agencies existing in the community."

Miles (1975, pp. 285-286) made the following recommendations for the type of analysis which should be conducted for an effective home-school-community relations program:

1. Administrators should gain skills in community analysis. They should be able to intuitively, as well as deductively analyze the type and style of community in which they work.
2. Before undertaking any change-oriented programs, educators should strenuously probe the view of the problematic state in the home-school-community environment. In counterpoint, they should be sensitive and open to criticisms by parents so that they can include parental opinion in program management in a meaningful way.
3. Once an innovation is undertaken in the school, analysis should be made of the problems and needs which will be encountered by the parental population in the future.
4. School officials should identify and involve key school-community influentials early in the innovation history. They should gain skills of building a reputational type of grid so that they can identify and win over the opinion leaders in the school-community environment.

Krupa (1976) developed an instrument for analyzing home-school-community relations activities in IGE schools. His questionnaire was designed for:

1) determining the roles and responsibilities of principals, unit leaders, and teachers in implementing selected home-school-community relations activities;

2) determining the objectives of the selected activities as perceived by IGE school personnel;

3) determining the intended interactions of the selected activities; and

4) determining the importance and effectiveness of the selected activities.

The following were some of the conclusions from Krupa's study.

> First, more activities were not the answer to better home-school-community relations. A well-planned program which began with accurate analysis followed by effective communication and involvement should lead to the resolution of potential conflict rather than crisis management. Second the first priority of any home-school-community relations program must be accurate community analysis. The attitudes, beliefs, and needs of the community cannot be reflected in the school program unless the school activity seeks this information. Many presently operating activities could be useful as vehicles for analysis, but they were not perceived by school personnel as having an analysis function.

Klenke (1975) analyzed the interrelationships between the characteristics of the multiunit school and the Instructional Programming Model by identifying and describing each in terms of the allocation of: 1) scarce economic resources, 2) educational values, and 3) power. Klenke (1975, p. 204) found that:

> The training process should also teach participants a variety of skills in analysis and communication in order to clarify the benefits of the multiunit school and the Instructional Programming Model in terms of educational values, power, and economic resources. These skills become increasingly important during the orientation of staff, students, parents, and community.

From the review of the literature related to the operating function of analysis, it is apparent that educators should know how to analyze their community for determining the type of community in which they live. When change is to occur, efforts should be made to determine the subpublics and the participant individuals within the subpublics, and seek to involve these individuals in the decision making process. Finally, the educator:

> ...must associate the identified issues and issue elements with the participant individuals and subpublics so that some plan for communications, involvement, and resolution of conflict can be enhanced (Bowles and Fruth, 1976, pp. 172-173).

The next section of the review of the literature focuses upon the operating function of communication.

Communication

Communication was defined as the process through which information is exchanged with the various subpublics. Considerations should be given to the direction of the communications--one-way or two-way; its styles--positive or negative; the vehicles--face-to-face, telephone conversation, or mass media; the ways through which the communication proceeds--public or private, time, and location; and the quality of the message--whether it be clear, concise, or accurate (Klenke, 1975, p. 71).

Many studies have been completed dealing with communication patterns and in school-community relations. Miles (1975, p. 287) reported the educators should use two-way communication patterns to effectively transmit information and involve others in what is happening in the schools. The purposes were to allow for interaction, questions and answers, and give and take on what the school was doing for the child.

Stiles (1968) stated that administrators and teachers were unprepared in good public relations practices and that this inadequacy in communications skills often resulted in their dismissal. Belasco (1970) believed that administrators should not withhold information about communicating with parents and all subpublics in the school community. Wilder (1968) implied in his study that differences between subpublics within the school community were caused from misinformation and lack of information. The problems which resulted, therefore, were caused by poor communication.

Project CAST (1966) found, through interviewing key home-school-community participants, that informal communication is perceived as more effective than formal communication. Thomson (1973) in a study on school-community communications systems stated that he could find no consistent pattern of school-community communication.

Kindred (1976, p. 75) gave five principal elements of communication theory for the transmission of a message. These were:

1. the source of information or feeling about something,
2. a person (encoder) who takes the information or feeling and puts it in message form,
3. a channel that carries the message,
4. a person (decoder) who retranslates or interprets the message, and
5. a receiver who reacts to the message by either accepting or rejecting it.

Beal and Bohlen (1971) listed five steps which take place when a new idea was accepted. These were: 1) awareness--the becoming aware of the idea but knowing little about it, 2) information--from awareness new information is sought about the idea, 3) evaluation--the idea is evaluated to determine its value for the user, 4) trial--the user determines how well the idea works in practice, and 5) acceptance--the user accepts the new idea if it was determined to be worthwhile. Marnix (1971) listed six media categories. No single media category was preferred for all information items and areas. It was found that general bulletins, school publications, and written contacts were most often preferred. The categories of mass media and general meetings were least preferred. Written contact was preferred for information about the individual child. She also found that parents are child-oriented in information desires. In addition, she found that parents in the nonprofessional occupational level wanted more information than those in the semi-professional and professional occupational level.

Sumption and Engstrom (1966, pp. 105-107) suggested the following as objectives of community relations:

1) To provide the people with information about their schools.
2) To provide the school withinformation about the community.
3) To develop a commonality of purpose, effort, and achievement.
4) To keep...the people informed of new developments and trends in education.
5) To develop, through a continuous exchange of information, an atmosphere of cooperation between the school and the other social institutions of the community.
6) To secure an unofficial but frank evaluation of the program of the school in terms of educational needs as the community sees them.

Utilizing a telephone survey, Blizzard (1972) found that a significant number of heads of household felt the schools were doing a good job, but that they also agreed with the decisions made by the board of education. He also found that the household head was not receiving enough information and wanted more about the schools. Young (1965), in a study of the principals' roles in school-community relations between four high and low income communities, found that the high income areas wanted more leadership and two-way communication from the principal than did the low income areas. Atkinson (1971) stated that understanding the two-way communication process is important. Important decisions must be based on sound principles of communication:

1) Decisions based on understanding of the community;
2) Communication activities should involve many individuals;
3) Knowledge of the social and behavioral sciences helpful;
4) Messages should reach the desired audience and arouse intended responses;
5) Impact is influenced by the attention received, where it came from, and what action is proposed; and
6) The outcome is measured by the tenor of the feedback obtained.

Grout (1956) and Cohn (1959) determined that articles in the local newspaper influenced citizens' knowledge about the public schools. Winfield (1965) recommended, after gathering the research on communication, mass media, and school-community relations, that media presentations be directed toward a target audience instead of trying to appeal to a wide range of people within school-community audiences. Klapper (1949) implied from his review of the literature that face-to-face communication is a more effective instrument of persuasion than mass media because of certain characteristics that are derived from the personal relationships involved.

In a study of communication between 286 families and the school, Sloan (1973) found that the most frequent way parents learned about the school was through their children, the school newspaper, and parent-teacher conferences. The way that parents preferred to be informed was through 1) the school newspaper, 2) parent-teacher conferences, 3) PTA, 4) being told by their child, and 5) a phone call or note from the teacher.

In a study which involved an intensive program on parent-teacher conferences, Scheff(1963) stated that the parents' attitude toward the school remained unchanged in spite of the program. Erickson (1973) determined that both parents and teachers felt that parent-teacher conferences provided more information than report cards. Ellis (1968) assumed that report cards were a great hoax. He stated that report cards seldom report what they claim to report, seldom reflect a child's ability to succeed, his effort quotient, or what impact extraneous factors had in influencing subject matter studied. One of the solutions that he presented was parent-teacher conferences, or as described by Ellis, the face-to-face confrontation. Mann (1966) found no difference in parent attitudes between the use of anecdotal vs. regular report cards.

One of the most visble methods of communication initiated by the community was the PTA. Saxe (1975, p. 80) reported that "the PTA is commonly considered the most generally accessible channel to provide a dialogue between community and school.

Sloan, (as cited in Saxe, 1973, pp. 43, 45) surveyed parents on the most effective way and the least effective way of communicating with the school. The most effective home-school communication channels were 1) parent-teacher conferences, 2) the direct approach by phone or in person, 3) PTA, 4) surveys done by the school, 5) periodically scheduled open forum, and 6) representative parent council. The least effective home-school communication channels were 1) the representative parent council, 2) the periodically scheduled open forum,

3) surveys done by the school, 4) PTA, 5) the direct approach by phone or in person, and 6) parent-teacher conferences.

Saxe (1975) listed eighteen procedures for parent-initiated communication by sampling 121 principals of Wisconsin multiunit schools. The procedures with frequencies of twenty or higher were 1) phone calls, 2) individual conferences, 3) parent visits, 4) note/letter, 5) PTA/PTO, 6) group decision meetings, and 7) parent-teacher conferences and report card conferences.

Diener (1972) indicated in a study of thirteen elementary IGE schools that there is a lack of long-range and short-range home-school communication programs.

/I/D/E/A/'s home-school communications program was conceptualized in three phases: Phase 1) pre-IGE, Phase 2) initial IGE, and Phase 3) ongoing IGE. Phase one explained the basic elements of IGE to parents through a newsletter and then a follow-up parent meeting. Examples of one-way communication were given and the importance of two-way communications in dealing with parents was stressed in phase one.

Phase two suggested "Unit Open Houses" and the use of "Parent Advisory Councils", and emphasized that communications was ongoing and personal. Bergen (1971) suggested a timeline for Phase One and Phase Two as found in the Principal's Handbook.

Phase three explained how parents could become involved in the educational program by volunteering, helping their children at home, and becoming involved in home-school communication activities. "In order to assist schools in implementing the three phases, the

Principal's Handbook and the IGE Implementation Guide provided sample communications such as letters, meeting agendas, and suggested activities" (Krupa, 1975, p. 24).

The literature related to the operating function of communication was reviewed. Some of the findings were that educators must know what factors contribute to effective communication with their subpublics whether it is direction, style, method, conditions, or quality of the message of communication. Effective communications must utilize these factors for an educator to effectively communicate with parents and various subpublics.

The following section of the review of the literature focuses upon the operating function of involvement.

Involvement

Involvement was defined as the inclusion of various subpublics in the activities associated with the analysis, communication, and resolution of actual and/or potential conflict.

The literature reviewed for this section focused upon public involvement as it related to home-school-community relations. Arnstein (1971) described eight levels in her "ladder of citizen participation as being: 1) citizen control, 2) delegated power, 3) partnership, 4) placation, 5) consulcation, 6) informing, 7) therapy, and 8) manipulation. Cibulka (1974) adapted Arnstein's "ladder of citizen participation" for a study of citizen advisory committees in Chicago. He found that the committee's influence changed from consultation to informing to placation between 1965 and 1970 and that at no point was there a high level of formal participation.

Blankenship (1954) inferred that citizen participation was necessary for the local schools to function properly. He felt that citizens and other local groups should play advisory roles in areas of curriculum, budget, building, and policy. Osborne (1959) presented a program where citizens and parents shared their skills and experiences with school children. Weinstein (1972) suggested development and coordination of resources of talented volunteers.

Blumenberg (1971) implied that the answer hinges in utilizing the council, which in turn depends upon the principal. She stated that advisory councils were extremely useful to certain pathologies affecting our schools, but they were not miracle drugs. Fantini (1969) presented both psychological and philosophical justifications and elements for implementation of community participation. He also examined the difference between traditional schools and community participatory schools, where the same kind of measures were utilized.

Havighurst (1974) studied local community participation in educational policy-making and school administration. The three questions of concern were: 1) How was the policy of local community participation in educational affairs working? 2) What were its weaknesses and strengths? and 3) How could it be improved? The potential and actual functions of community participation were discussed in the areas of budget, personnel and curriculum which were addressed toward the local community. In addition to Havighurst, Harris (1974), Hatton (1974), Selden (1974), and Locke (1974) presented papers at the Teacher Corps Associate Conference in December 1974 concerned primarily with citizen participation and the relationships and understandings which must be developed between the school and the community.

Looking at the relationships between certain characteristics of schools, a determination was made concerning the extent teachers and administrators interacted and identified with the local community. Corwin (1974) using a regression analysis found the following five variables for professional contacts with parents: 1) proportion of students on welfare, 2) centralization of decision-making, 3) employee participation in professional associations, 4) staff seniority, and 5) standardization. Cunningham (1974) viewed community involvement as an educational game. The primary emphasis should be toward understanding and developing a mutual attack on educational problems.

Litwak (1970, pp. 44-60) expanded upon an article by Litwak and Meyers (1966) on "A Balance Theory of Coordination Between Bureaucratic Organizations and Community Primary Groups" to develop a balance theory for predicting that "the community and the bureaucracy will optionally achieve their respective goals if they operate at some mid-point in distance from each other." With growing dissatisfaction with public education, Lahoda (1971) suggested that school systems should inform the public about the schools through a planned program. The community should be made part of the school family and together determine the goals and problems of education and take appropriate action. It was further stated that this involvement program should be genuine; makebelieve engagement of the community was dangerous business.

Conant (1971), Pellegrino (1973), and Wormsbecker (1970) stated the importance of parent participation in the educational enterprise because of the greater demands being placed upon education today. Morton and Morton (1974) elaborated on how they involved parents through communication and involving them in the planning process as part of their program by changing their Colorado elementary school to an IGE school.

Leis (1970) studied the relationship between school openness and parental opinion. A positive relationship was found between open climate and parental opinion. It was also found that those mothers' groups which became involved most frequently had a high school education and ranged in age from forty to forty-nine. Baker (1973) studied the difference in attitudes of parents, teachers, and principals in the decision-making process which might have been caused by parent involvement.

Involvement of parents and citizens in the public schools became necessary as budget cutbacks increase and community support wained. With the increased use of volunteers, training programs were necessary for efficient use of time and resources. The National Education Association (1972) provided a multimedia kit for this purpose. Murray (1974) suggested that the role of volunteers were: 1) in-class helper, 2) corrector, 3) library, media-center, and learning laboratory aide, 4) classroom guest speaker, 5) clerical helper, 6) club advisor,

7) room mothers, 8) field trip chaperones, 9) contributor to social and fund raising events, and 10) parent advisory council member.

It was suggested by Fitzwater (1954) that parents become involved in planning, initiating, conducting, and evaluating school projects. Ilioff (1957) indicated that a program involving parents in systematic participation in discussion groups resulted in greater achievement in an eighth grade mathematics experimental group as compared to a control group. Cloward and Jones (1963) stated that the evaluation of the importance of education was positively related to parent involvement. Involvement of citizens in home-school-community relations through programs or activities was essential for informing the community about the schools (Bowles and Fruth, 1976). Davis (1974), Jackson (1974), and Hartman (1974) emphasized the importance of volunteers as potential human resources within the schools.

In an occasional paper on better home-school-community relations by /I/D/E/A/ (1972, p. 24), it was reported that "in order to better school-community relations, what is needed is not an expansion of public relations efforts but the creation of new ways of involvement because many traditional methods and efforts have lost their credibility in the current turbulent era." In a second occasional paper on more effective involvement of the community in the school by /I/D/E/A/ (1972, p. 24), it was suggested that:

1. A community involvement coordinator should be appointed by the central office to work with business and citizen groups in areas of mutual concern.

2. Community volunteers should be utilized in every school.

3. Local public opinion polls should be used in a continuing program to assist the school board in policy making and communication.

4. Local businesses should be involved in vocational programs to teach students useful skills before graduation.

5. Involvement with the community by teachers and administrators should be conscientious, constructive, and continuing if the impact is to be more than just a news article.

6. Local parent-school groups should reassess its responsibilities to the school and community. Parent participation must be sought and encouraged for all school activities including finance, curriculum, innovation, and standardization of terminology.

7. School administrators are responsible for meaningful community involvement. The welcome mat should be visible and business and citizen participation in school sought.

8. School administrators should respond quickly and positively to citizen recommendations and requests. Rejection and confrontation were better than avoiding the issue.

9. Educators should avoid using professional terms and jargon when speaking with parents and community citizens.

10. Educational problems as seen by the local community should be dealt with first in any citizen involvement program. When mutual trust has developed between educators and citizen groups expanded efforts could be made in more basic subjects.

11. School administrators should have more than a cursory acquaintance with the local social and political climate in order to respond more adequately to the community's needs. Participation involved more than attending prominent civic clubs.

Liechty (1976) is presently conducting research on "Citizen Participation in Educational Systems." Safran (1974) conducted a nationwide survey on states which recommended or required parental involvement in school decision making regarding policy. He found that there were fourteen states with such requirements for parental involvement. Carter (1972, p. 14) stated that the role of the volunteers today were "directly involved in the very process of education itself--as visiting lecturers, kindergarten assistants, story tellers, readers of English themes, and, most of all, as tutors."

In the above section, the literature related to the operating function of involvement was reviewed. Involvement was perceived as active participation of individuals and/or subpublics in the various aspects of analysis, communication, and resolution of actual or potential conflict. Essentially active involvement by the various subpublics was seen as benefiting students and enhancing the educational program. Five activities customarily used in IGE schools were: 1) home visits, 2) parent visits to the school, 3) parent conferences, 4) use of parent volunteers, and 5) parent representation on the I & R Units and the IIC (Bowles and Fruth, 1976, p. 180).

The operating function of issue resolution is reviewed in the following section of the review of the literature.

Resolution

Resolution was defined by Bowles and Fruth (1976) as the process of resolving issues related to the actual or potential conflict generated by the allocation of available resources, the choice of values, and the distribution of power within the educational system.

Bowles and Fruth (1976, p. 168) described resolution as part of the political process which dealt with actual and potential conflict in the school community and among its various subpublics. Filley

(1975, p. 2) presented three suggestions for conflict resolution which were: 1) "to discover those elements of our systems which increase the likelihood of conflict, 2) to develop contingency plans when chance occurrences create disruptions, and 3) to produce and to improve systems for resolving conflict which maximize the benefits and minimize the costs to the parties involved."

Levin and Stein (1970) presented a case study about their attempts to hold school-community relations forums during the 1968 New York Teachers Strike. Their conclusions were that the forums channelled existing conflict toward long-term benefits of the community.

Kelly (1967) examined the California school board recall election as a mechanism for the resolution of community conflict. It was stated that the conflict intensity was significantly higher during the pre-recall and recall period than at the start of the recall campaign. It was further noted that the campaign polarized the community and prolonged the conflict within the community. Konrad (1966) indicated that social status was a good indicator concerning a community's ability to manage conflict within a school system. An ancillary finding was that there was no difference in the social status of school board members in the conflict communities and non-conflict communities. Minar (1966) identified community characteristics concomitant to electoral conflict. Communities with higher educational and occupational levels were found to have lower levels of dissent. The findings showed that the low conflict communities possessed conflict-management skills and facilitating attitudes.

Nussel (1964) tested the idea that school-community conflict was essential in a democratic society. Although conflict was necessary and desirable in some environments, it should be avoided in school-community relations because of the resultant intergroup cleavage, animosity, and bitterness. Williams (1959) found that 88 percent of citizen advisory committees achieved their purpose when the objectives were clearly understood in the beginning.

Since there are many struggles for power within the educational power domain, Turner (1970) proposed two basic approaches to mobilizing political power for educational ends. These were: 1) the behind-the-scenes action as identification of political power holders and issues receiving top priority; and 2) development of the largest solidary group. The two basic approaches would be helpful for educators to enhance their power domain. Snow (1967) conducted research that among the contextual dimensions relevant to school administration were two factors: community resources in socio-economic terms and conflict propensity in terms of participation and negative voting in school elections in four suburban communities. Snow found that community resource levels and conflict propensity influenced administrative roles directly or indirectly. Second, the different degrees of success in school-community relations introduced an opportunity to consider the importance to success of the individual superintendent's administrative and leadership ability.

Moser (1973) researched a Puerto Rican school community utilizing an issue identification and conflict resolution approach within a political framework. Moser found that the Puerto Rican community was unable to resolve their issues within their school-community.

In the above section the literature related to the operating function of issue resolution was reviewed. The object of a good home-school-community relations program is the resolution of actual or potential conflict, allocating resources, choosing values, and distributing power through the processes of analysis, communication, and involvement. For an educator to be effective, he or she

> must be able to analyze issues properly, communicate effectively, involve others appropriately, and utilize the best mode for resolution--rational decision making, persuasion, bargaining, or power-play techniques, as the situation dictates (Bowles and Fruth, 1976, p. 183).

Related Literature

Several sources of material produced by the R and D Center for home-school-community relations included more than one or all four of the operating functions and therefore could not be classified under the heading of analysis, communication, involvement, or resolution. The sources relevant to this study were:

1. Home-school-community Relations: The State of the Art (Kim, et al., 1975).
2. The Implementation of IGE and Related Home-school-community Relations Programs and Activities: Seven Case Studies (Miles, in press).

The Home-school-community Relations: The State of the Art by Kim, et al., (1975) defined home-school-community relations, and conceptualized three major approaches for improving home-school-community relations practices. Further, suggestions were made for future research and development. The three conclusions presented by Kim were:

1. The concept of home-school-community relations included such areas as parent participation, administrators' public relations function, and a political process. The operational definition of home-school-community relations was defined as 'a reciprocal relations between home and school, or school and community, externally as well as internally, and in both horizontal and vertical dimensions...As a consequence, home-school-community relations activities are conceptualized as developmental in nature from functional, participatory, and political perspectives.'

2. The development of theory and practices in the field of home-school-community relations provides insights into understanding three major approaches available for the improvement of home-school-community relations practices. Administrative-function, public-participatory, and political-configuration approaches can be distinguished in terms of objectives, specific programs, theoretical foundations, and research studies. Each of the three approaches has different, but interrelated objectives and specific programs to achieve its own objectives. Research studies are conducted on the basis of related theoretical foundations to the approach.

3. The classification of the three major approaches provides guidelines in developing theory, research and practices of home-school-community relations. As a comprehensive framework, the proposed political systems model for home-school-community relations is expected to be verified by further empirical studies, and to be used as a milestone for a further step in home-school-community relations development.

The Implementation of IGE and Related Home-school-community Programs and Activities: Seven Case Studies by Miles, et al. (1976) was conducted following the R and D Center's Fall National Evaluation Committee Session chaired by Dr. Frank Chase. The impetus was to conduct case study research to develop understanding of the conditions in the field, report implementation histories, and survey the state of home-school-community relations activities and programs.

The case study research was conducted in the East Coast, Midwest, West, and West Coast ranging in size from a small rural area to a large city school. The conclusion drawn from the study was "that effective home-school-community integration into decision making, two-way communication, and making the implementation efforts tangible and visible are the important aspects to successful implementation of Individually Guided Education" (p. 8).

Boundary Spanning

The concepts of boundary spanning were reviewed as a means for explaining the interaction between the organization and its environment, and to assist in the identification of home-school-community relations activities and their relation to the roles and responsibilities of IGE school personnel. The organizational boundaries defined by Brown (1966) and Miller (1972) served as a mechanism to filter, screen, sieve, or censor resources available from the environment. Utterback (1971) and Berrien (1971) defined boundaries as the input interface with the environment which act as filters to information, energy, material, and people that may enter or leave the organization. Thompson (1967) discussed the functions of boundaries as protecting the organization from pressures steeming from the environment.

Leifer (1974) looked at boundaries with respect to organizational decision-making as more or less open allowing more or less environmental influences into the organization. The degree of permeability was determined by organizational decision-makers.

Boundary spanning roles should also be considered along with the concept of boundary spanning. Aiken and Hage (1972) defined boundary spanning roles as linking the focal organization with other organizations or social systems. The roles described were extremely important for the goal attainment of the focal organization. The boundary spanner was conceived as an exchange agent between the organization and its environment according to Levine and White (1961) and Rice (1969).

Individuals responsible for changing attitudes, perceptions, and values of organizational members were described by Bolan (1971) as boundary spanners. Organ (1971), Aiken and Hage (1972), and Kahn (1964) discussed the personal characteristics of boundary spanners. In describing effective boundary spanning, Dalton (1970) characterized it as an activity involving different behavior from organizational members. O'Connell and Cummings (1972), Crozier (1964), Thompson (1967), and Delbecq and Van de Ven (1972) implied that boundary spanners will be powerful because of the information they possess and will participate more in the decision-making process. The boundary spanner will gain power and become more involved in interactions which will lead to more power according to Hickson et al (1971), Aiken and Hage (1972), and Allen and Cohen (1969).

Boundaries were described as the demarcation line between the organization and its environment. The primary purposes of boundaries were to filter material, energy, information, personnel, and to protect the organization from pressures stemming from the environment.

Boundaries were seen as more or less open and therefore regulating the environmental influences into the organization. The decision makers of the organization exercised the degree of openness.

Boundary spanners were defined as those individuals who operate at the organization boundary. Their purpose was an information processing role bringing environmental information into the organization (Leifer, 1974).

From the review of the literature related to the various aspects of home-school-community relations, boundary spanning literature, and research conducted at the R and D Center in the Home-school-community Relations Component, it was apparent that few if any schools had a home-school-community relations program. Many programmatic and nonprogrammatic activities were identified, but little evidence was found that schools developed a well-planned program for 1) accurate analysis of their community and its various subpublics, 2) effective communication and involvement, and 3) effectively utilizing these three operating functions in the resolution of actual or potential conflict. From these conclusions and by expanding upon Krupa's study on "An Analysis of Home-school-community Relations Activities in IGE Schools," the following research was proposed.

Statement of the Problem

The purpose of this study was to test the Home-school-community Relations Model by surveying additional subpublics to:

1. Determine a school's programmatic and nonprogrammatic home-school-community relations activities.

2. Determine the relationships between the responsibility for the control functions, the intended interaction patterns, the operating functions, and the importance and effectiveness of the programmatic and nonprogrammatic activities.

3. Determine how and to what extent the programmatic and nonprogrammatic activities were classified as the operating functions of analysis, communication, involvement, and resolution.

4. Determine the relationship between the staff's perception of their home-school-community relations program and the perceptions of parents and nonparents about the school's home-school-community relations program.

Significance of the Study

This study was significant for the following reasons. Research was conducted to contribute to the development of the Home-school-community Relations Model, and provided a basis for development and verification of hypotheses. The research conducted expanded upon a previous study by Krupa (1976) to modify his assessment questionnaire, to include nonprogrammatic activities in the assessment, and to assess parents and citizens within the school's attendance area about the school's home-school-community relations program.

Organization of the Dissertation

This document is divided into four chapters: 1) background of the study, review of the literature, and signififance, 2) design and methodology, and limitations, 3) analysis of the data, and findings, and 4) summary of the findings, conclusions, and implications.

CHAPTER II

DESIGN AND METHODOLOGY

Chapter II contain a description of the study, methodology, and the statistical design for analyzing the data. The chapter is composed of eight sections which include: 1) a statement of the problem, 2) objectives of the study, 3) description of the Home-school-community Relations Model, 4) definition of terms, 5) research questions, 6) methodology, 7) data treatment and 8) limitations.

Statement of the Problem

The purpose of this study was to test the Home-school-community Relations Model by surveying additional subpublics and including non-programmatic activities utilizing the Home-school-community Relations Assessment Instrument developed by Krupa (1976).

Objectives

The research focused on the following four objectives:

1. To refine the Home-school-community Relations Model.
2. To refine the Home-school-community Relations Assessment Instrument.
3. To administer the refined Home-school-community Relations Assessment Instrument to a school staff and selected citizens.
4. To test the proposed research questions.

The Home-school-community Relations Model, its literature, and the concepts of boundary spanning were utilized in the conceptualization of this study.

Description of Home-school-community Relations Model

The model for a home-school-community relations program has three general goals for increasing the public understanding of the IGE school:

1. To make the IGE staff more aware of and responsive to the educational expectations and available resources of the community, parents, and students.
2. To make the community, parents, and students more aware of and responsive to the requisites of the instructional program as implemented in IGE, and
3. To identify and utilize ways and means of actively involving both staff and community in the awareness commitment, changeover, refinement and renewal phases of implementing IGE in the school (Bowles and Fruth, 1976)

The primary assumption of the model and the assumption accepted for this study is that the development and implementation of a home-school-community relations program is a political process. The program's objective is the resolution of actual or potential conflict among the various subpublics which involve decisions relating to the use of scarce resources, values used in determining the educational program, and the locus of power in the educational system.

The Home-school-community Relations Model, Figure 3, has two major dimensions: primary interaction patterns and concepts and

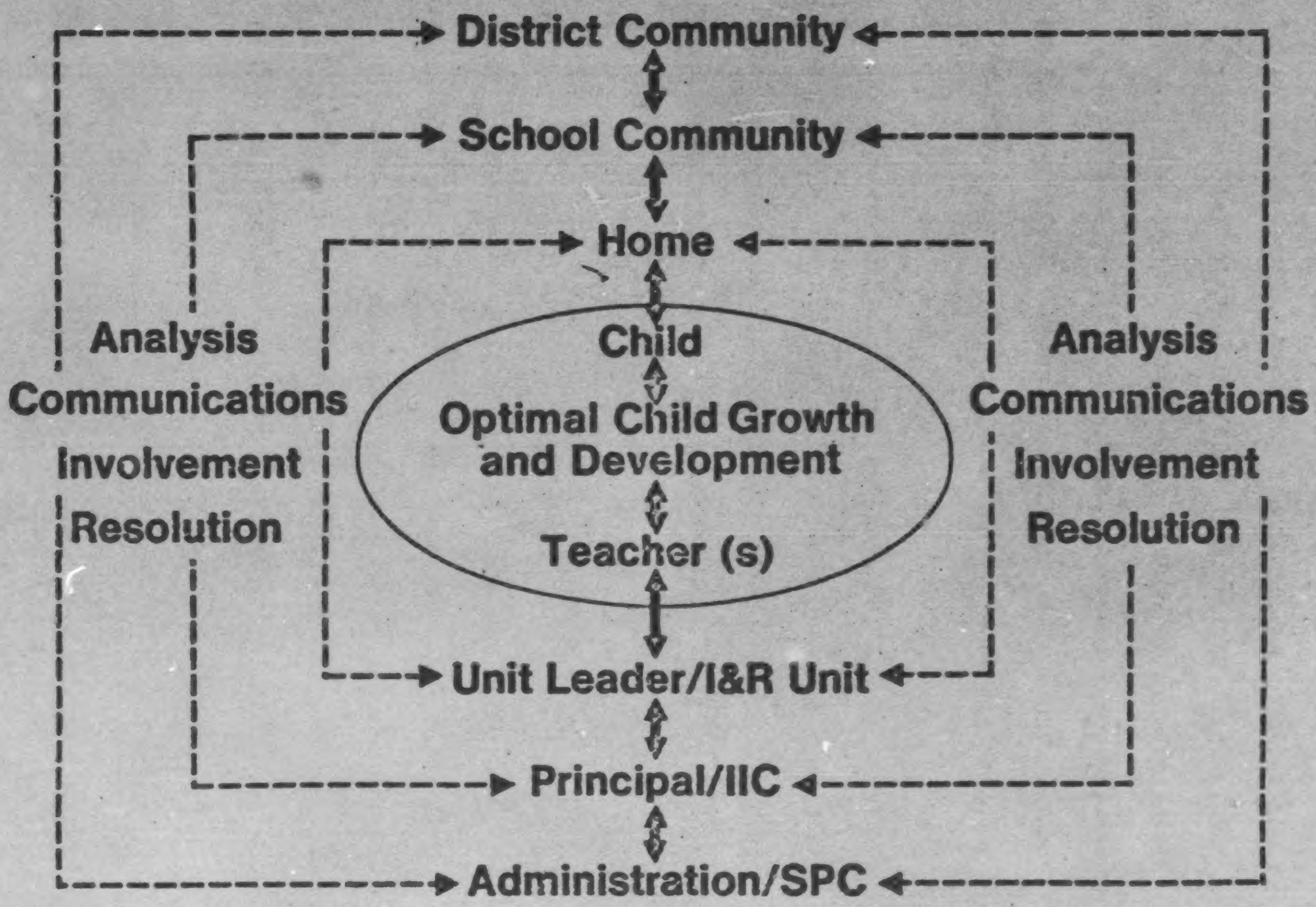

District Community
School Community
Home
Child
Optimal Child Growth and Development
Teacher (s)
Unit Leader/I&R Unit
Principal/IIC
Administration/SPC
Analysis
Communications
Involvement
Resolution
Analysis
Communications
Involvement
Resolution

Fig. 3. Source: Marvin J. Fruth, B. Dean Bowles, and Richard Moser, "Home-school-community Relations," in Herbert Klausmeier, Richard A. Rossmiller, and Mary S. Saily (eds.), _Individually Guided Education: Concepts and Principles_ (Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, in press).

competencies.* Primary interaction patterns are defined as the major interactions between the school and the community at four interdependent levels which influence the type of instructional program within an IGE school. Essentially the primary interaction patterns are between the teacher and the child; the unit leader/unit staff, and the home; the principal and Instructional Improvement Committee and the school community; and the administration/Systemwide Program Committee and the district community.

The concepts and competencies, operating functions as designated in this study, are defined as analysis, communication, involvement, and resolution. These operating functions are necessary for establishing and maintaining an effective home-school-community relations program.

Analysis

Analysis is defined as: 1) identifying issues and issue elements, 2) identifying key actors and subpublics, and 3) associating the issues and issue elements with the key actors and subpublics. The primary purpose for assocating the issues with the key actors and subpublics is to develop a plan to improve communication, involvement, and the resolution of actual or potential conflict.

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*The material in this section was taken from a chapter written by B. Dean Bowles and Marvin J. Fruth, "Improving Home-school-community Relations," _The Principalship and Individually Guided Education_, James M. Lipham and Marvin J. Fruth, eds. (Reading, Mass.: Addison-Wesley Publishing Company, 1976, in press).

Communication

Communication is the process of exchanging information between and among the various subpublics. Communication may be written, verbal, or nonverbal. The concepts of communication involving one-way/two-way communication, communication style, vehicles for communication, conditions for effective communication, and quality of the message are considered essential elements within the model for an effective home-school-community relations program.

Involvement

Involvement is defined as "the active participation of the several subpublics in various aspects of analysis, communication, and actual or potential conflict resolution" (Bowles and Fruth, 1976, p. 180). Involvement includes both programmatic and nonprogrammatic activities. Programmatic activities are activities such as PTA/PTO, evening programs, volunteer programs or other structured events. Nonprogrammatic activities are those which the individual has little control over the agenda, people involved, or eventual outcomes. Examples of nonprogrammatic activities are spontaneous interactions between parent and school person, confrontations with parent groups, brainstorming,and problem-solving sessions.

Some of the activities which have been identified as providing effective communication between the school and school community in IGE schools are: 1) home visits, 2) parent visits to the school, 3) parent-teacher conferences, 4) community volunteers, and 5) parent representation on the Instruction and Research Units and the

Instruction Improvement Committee. The assumption for involvement of the school community within the school is that students will directly benefit from their assistance. Secondly, the school community will likely perceive IGE as a viable program and will support the innovation and changes taking place.

Resolution

Resolution is defined as an objective of the home-school-community relations program which uses the processes of analysis, communication, and involvement in determining conflict, allocating resources, choosing values, and distributing power. In resolving actual or potential conflict, four modes are postulated: 1) the rational decision process, 2) persuasion, 3) bargaining, and 4) power play (March and Simon, 1963). Utilization of the best mode of resolution is necessary for solving home-school-community relations problems. In summary, the resolution of actual or potential conflict involves proper analysis of issues and participants, effective communication, appropriate involvement of the school community and utilization of the most useful mode of resolution whether it be rational decision making, persuasion, bargaining or power play techniques.

Boundary Spanning Concepts

Leifer (1974, p. 1) contended :

> ...an organizational boundary indicates a limit on the extent of the organization. In as much as information derived from the environment is necessary for much organization decision making, people whose work-related activity causes them to span the boundary of the organization and

> to bring information into the organization are important for organization functioning and are called boundary spanners.

The concept of boundary spanning encompasses the control functions of planning, deciding, conducting, coordinating, and evaluating and assumes that the roles and responsibilities of the organization's interaction with its environment are clearly defined to membership in the organization. This concept of boundary spanning was employed to identify the responsibilities within the school.

According to Krupa (1976, p. 40), Figure 4

> depicts the integration of boundary spanning control functions with the Home-school-community Relations Model. To attain the primary objective of the resolution of conflict and the allocation of resources, values, and power the school must be involved in the operational functions or objectives of analysis, communication, involvement, and resolution. These objectives are operationalized through a series of school control functions ranging from the determination of the intended interactions, and the school personnel roles and responsibilities, to the evaluation and assessment of the interactions as they relate to the attainment of the primary objective. The development of the instrumentation was specifically related to the functions, objectives, and interactions as indicated in this integrated model.

The following are a list of eleven definitions which were used to clarify the research conducted.

Definition of Terms

Home-school-community Relations: "the effective: 1) resolution of actual or potential conflict in the home-school-community environment and 2) allocation of scarce economic resources, differing social values, and unequal political power" (Bowles and Fruth, p. 1).

Primary interaction patterns: the interaction between the school and the community at four interdependent levels which influence the type of instructional program within an ICE school.

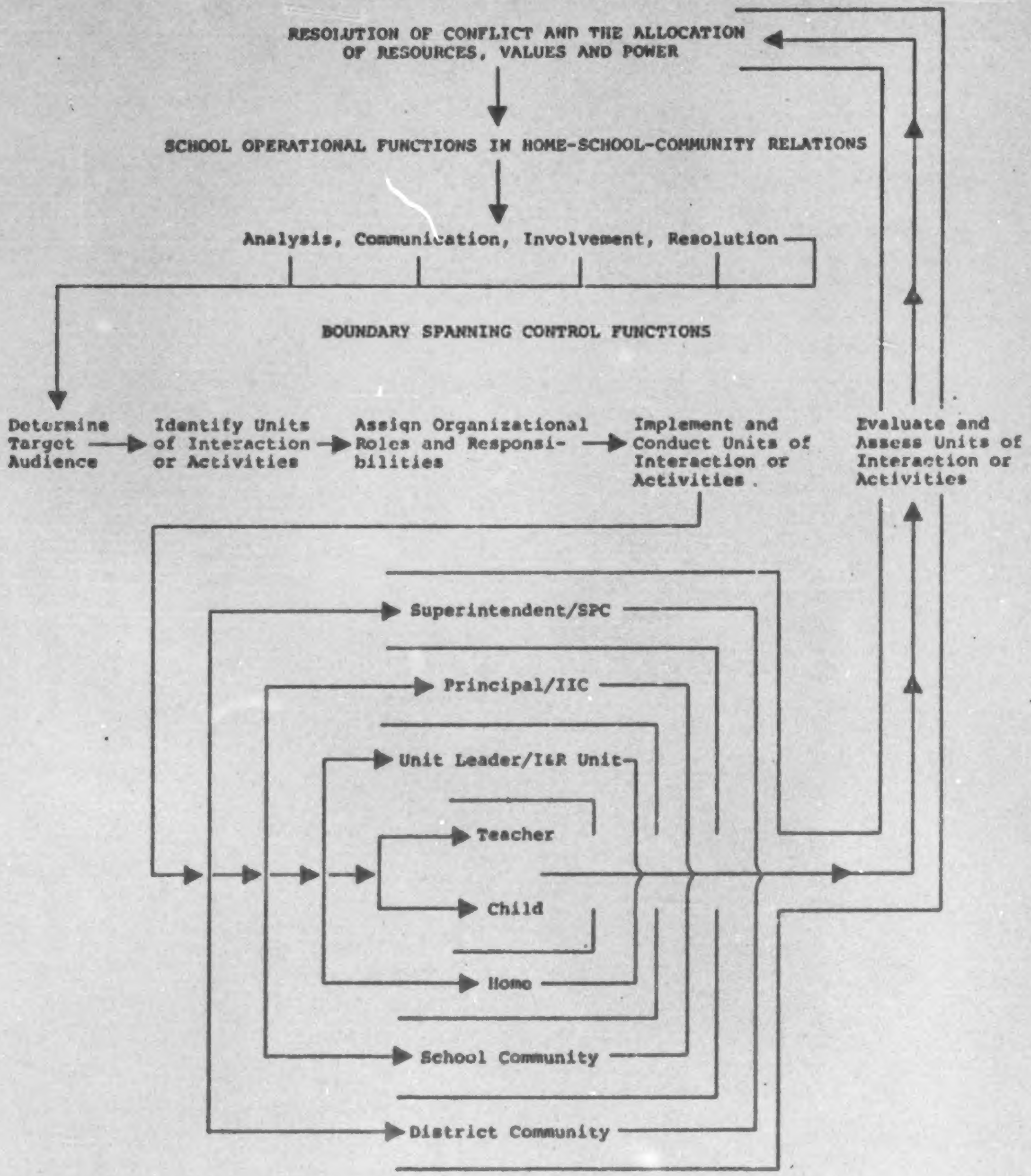
RESOLUTION OF CONFLICT AND THE ALLOCATION OF RESOURCES, VALUES AND POWER
SCHOOL OPERATIONAL FUNCTIONS IN HOME-SCHOOL-COMMUNITY RELATIONS
Analysis, Communication, Involvement, Resolution
BOUNDARY SPANNING CONTROL FUNCTIONS
Determine Target Audience
Identify Units of Interaction or Activities
Assign Organizational Roles and Responsibilities
Implement and Conduct Units of Interaction or Activities
Evaluate and Assess Units of Interaction or Activities
Superintendent/SPC
Principal/IIC
Unit Leader/I&R Unit
Teacher
Child
Home
School Community
District Community

Fig. 4. Source: Walter E. Krupa, "An Analysis of Home-school-community Relations Activities in IGE Schools," Unpublished PhD dissertation, University of Wisconsin-Madison, 1976.

Operating functions: analysis, communication, involvement, and resolution as defined in the previous section.

Boundary spanning: the roles and responsibilities regarding the organization's interaction with its environment which is clearly defined to the organizational membership.

Boundary spanners: "people whose work-related activity causes them to cross the organizational boundary" (Leifer, 1974,p. 1).

Control functions: the process of planning, deciding, conducting, coordinating, and evaluating on the part of the organization to accomplish the operating functions of analysis, communication, and resolution through programmatic and nonprogrammatic interaction.

Effectiveness: the degree to which an activity is perceived as having accomplished its objective.

Importance: the degree to which an activity is perceived as having significance.

Activity: "a task leading to the satisfactory completion of an objective which consumes either time or resources" (McIsaac, et al., 1972, p. 4).

Programmatic activities: formal or recognizable activities through which the school interacts with its environment such as PTO/PTA, Parent Advisory Committee, etc.

Nonprogrammatic activities: informal activities which a school may conduct in its home-school-community relations program such as an open-door policy, principal's response to telephone calls from parents, etc.

Research Questions

Fourteen research questions were developed to determine a school's programmatic and nonprogrammatic activities, the priority ranking of each activity in terms of the operating functions and the roles and responsibilities for each of the control functions. Correlations were found to indicate relationships between the control functions, operating functions, primary interaction patterns, importance, and effectiveness of each activity as perceived by staff, parents, and nonparents.

1. What are the programmatic and nonprogrammatic home-school-community relations activities as perceived by staff, parents, and nonparents?

2. What is the priority ranking of each activity in terms of the operating functions of analysis, communication, involvement, and resolution as perceived by staff, parents, and nonparents?

3. What is the intended interaction of each activity in terms of the primary interaction patterns as perceived by staff, parents, and nonparents?

4. Who is primarily responsible for each of the control functions for the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

5. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the control functions as perceived by staff, parents, and nonparents?

6. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the control functions as perceived by staff, parents, and nonparents?

7. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents?

8. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents?

9. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents?

10. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents?

11. What is the relationship between the importance and effectiveness for each of the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

12. What is the relationship between the control functions and the primary interaction patterns as perceived by staff, parents, and nonparents?

13. What is the relationship between the primary interaction patterns and the operating functions as perceived by staff, parents, and nonparents?

14. What is the relationship between the control functions and the operating functions as perceived by staff, parents, and nonparents?

Figure 5 is provided as an explanation of the relationships among the fourteen research questions.

Ancillary Questions

Two ancillary questions were developed for determining significant mean differences between groups at the $\underline{p} \leq .05$ level. The mean differences were found for the importance and the effectiveness of the programmatic and nonprogrammatic activities in a school's home-school-community relations program.

1. What are the mean differences between the importance of each programmatic and nonprogrammatic activity as perceived by staff, parents, and nonparents?

2. What are the mean differences between the effectiveness of each programmatic and nonprogrammatic activity as perceived by staff, parents, and nonparents?

Methodology

The methodology of the study is composed of four phases consisting of: 1) an exploratory phase, 2) instrument refinement phase, 3) instrument administration phase, and 4) statistical treatment phase.

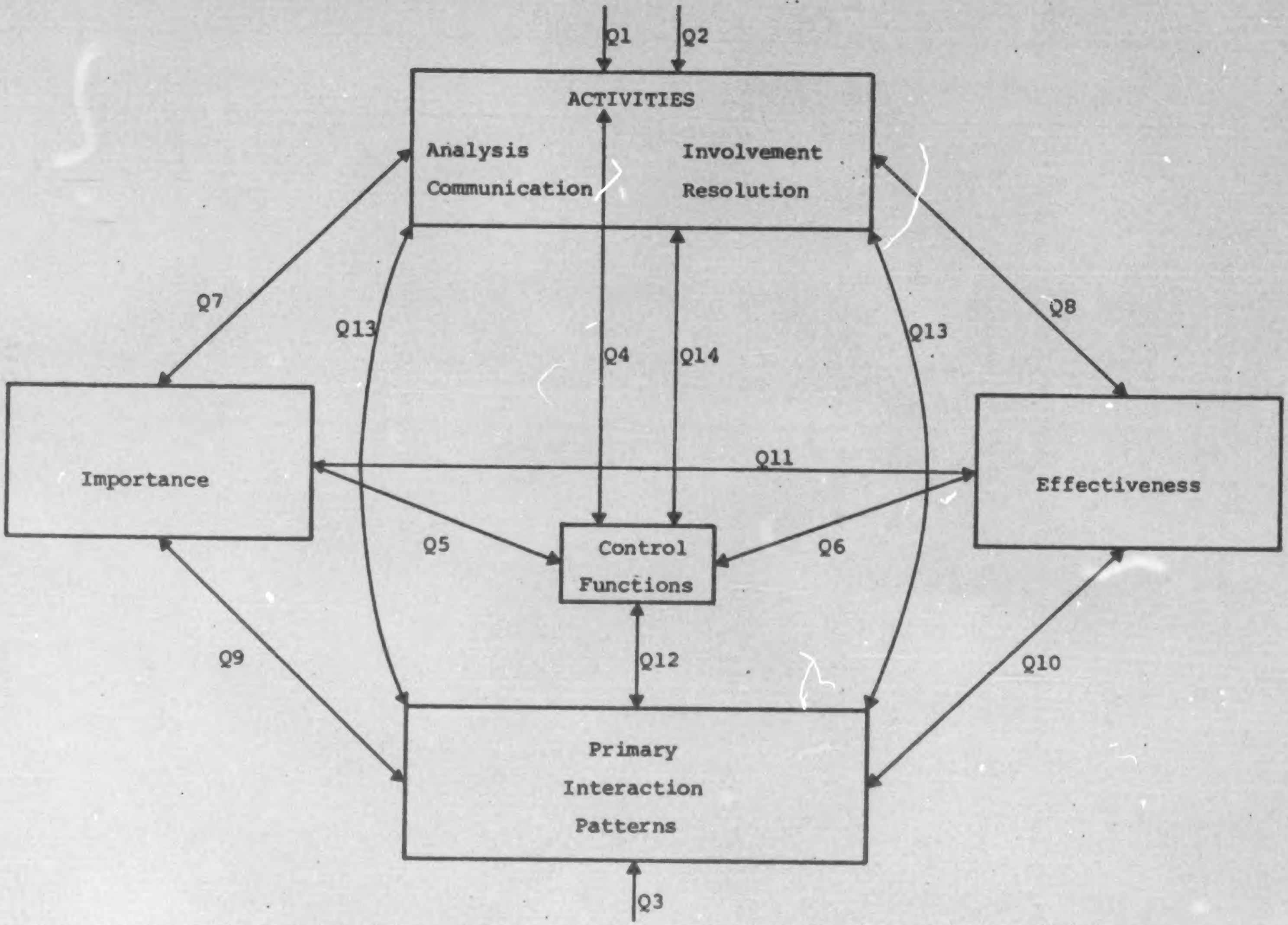
Q1
Q2
ACTIVITIES
Analysis
Communication
Involvement
Resolution
Q7
Q13
Q4
Q14
Q13
Q8
Importance
Q11
Effectiveness
Q5
Control
Functions
Q6
Q9
Q12
Q10
Primary
Interaction
Patterns
Q3

Figure 5--A Graphic Explanation of the Relationships Among the Fourteen Research Questions

Phase I

Exploratory

The exploratory phase of the study involved refinement of the Home-school-community Relations Model. Refinement of the model consisted of reviewing the literature relating to home-school-community relations, interviewing selected school staff personnel and citizens for identification of programmatic and nonprogrammatic home-school-community relations activities, and utilizing a panel of experts to assist in incorporating the new information into the model.

Sample

The staff of a multiunit school and twenty-four selected citizens were identified and asked to cooperate in an exploratory study being conducted by the researcher between December 1975 and March 1976 (see Appendix E for corresppondence). The school was identified according to the following criteria: 1) involved in IGE for two or more years, 2) established an Instructional Improvement Committee (IIC) which meets at least once a week, 3) organized as a multiunit school, and 4) implemented the Instructional Programming Model in at least one curricular area.

The individuals selected from the school staff were the principal, six unit leaders, a teacher from each unit, two instructional aides, and four classified personnel. A telephone conversation was held with the principal to explain the purpose of the study and identify those individuals to be interviewed. The principal then selected the staff members and established a schedule for those who would be interviewed.

The selected citizens and parents were identified according to a reputational, nominated, random, and nonparent technique. Five reputational citizens were selected using as the criterion that they hold a public office in the community. The five nominated citizens and/or parents selected were individuals whose names were obtained through the interviewing process. Eight parents were randomly selected through the use of a table of random numbers applied to the school's student class list. The six nonparent citizens were identified from a list developed by the school administrator.

A semi-structured, open-ended interview was constructed in order to achieve descriptive responses to the operating functions of analysis, communication, involvement, and resolution. Good (1966) identified advantages of this technique as being the stimulus and confidential relationships which is inherent in this method and the possibility of following up leads and clues with the availability of access to further respondents. Fox (1969) indicated that this method is most appropriate when the researcher's purpose is to seek information at the surface or sub-surface level. The use of well-choosen questions utilizes the most efficient and effective data-gathering method.

The semi-structured interview was utilized to allow the researcher to ask specific questions but also to have freedom to ask additional questions which may provide clues to the identification of the operating functions. The first research question asked to all respondents was: "What are the programmatic (formal) and nonprogrammatic (informal) home-school-community relations activities in your school? From this question additional questions were developed (see Appendix A Interview Schedule). A checklist was utilized to ensure that all research questions were covered by the interviewer.

The open-ended question design was used primarily to reduce artificiality and to increase rapport. "Information produced through one open-ended question often is far superior to that obtained by even an extended series of closed questions on the same topic" (Sharp, 1973, p. 6). The questions were designed as an attempt to identify the programmatic and nonprogrammatic home-school-community relations activities.

Merton, et al. (1965, pp. 12-13) stated that, "One of the principal reasons for the use of interviews rather than questionnaires is to uncover a diversity of relevant responses, whether or not these have been anticipated by the inquirer." In addition, there are several advantages in the interview approach. Hyman (1954) listed the advantages of interviews as: 1) controlling for contextual effects of other questions on a given answer, and 2) providing insight into questions through probing and amplifying. Johnson (1950) indicated that interviews: 1) facilitate control, 2) allow for observation, 3) increase motivation, and 4) effect against non-responses. Gordon (1969) gave the advantages of interviewing as: 1) motivating respondents to give accurate and complete information,

2) providing opportunities to direct the respondent in the interpretation of the question, 3) allowing flexibility in the respondent's ability to respond, and 4) providing an opportunity to evaluate validity of information through observation of nonverbal manifestations of the respondent's attitude. Richardson, et al (1965) stated that the two advantages from moderately open questions are: 1) the respondent feels his opinion is important, and 2) the responses may be more valid than close-ended questions because individuals tend to give yes/no answers regardless of questions in the close-ended interviews.

The use of the interview helped facilitate the development of rapport, influence the validity of responses, and affect the intensity of the responses. Rapport was established through informal conversation with each respondent, which included the purpose of the study, a statement or confidentiality, and summaries of responses during the interview. Respect for the opinion of the interviewee was stressed along with the importance of frank and honest responses. It is anticipated that the non-threatening nature of the research and the relaxed atmosphere of the interview increased the probability of valid responses.

The operating functions of analysis, communication, involvement, and resolution were constructed as probes in determining which programmatic and nonprogrammatic activities were in a school's home-school-community relations program. (see Appendix A for wording of questions). The programmatic questions were adapted from the literature and the R and D Center research on home-school-community relations in several exemplary IGE schools. The list of activities were rank-ordered by practitioners and a panel of experts comprised of professors and students involved in home-school-community relations research. The probes in the interview schedule were constructed from the rank-ordered list of activities.

The probes developed for the nonprogrammatic activities were constructed from the literature and through the aid of personnel from the R and D Center involved in research in home-school-community relations. These were:

1. Openness and willingness to help on the part of administrators and teachers.
2. Friendliness on part of the total staff.
3. Students liking school.
4. PTO and PAC serving as a sounding board regarding existing and proposed policies and practices.
5. Facilities serving as a community resource.
6. Communication and involvement of non-parent adults.
7. Principal's and teacher's response to parent's telephone calls.

Each of the respondents was asked to classify the programmatic and nonprogrammatic activities according to the operating functions of analysis, communication, involvement, and resolution.

When the interviews were completed, a frequency count was taken on all the programmatic and nonprogrammatic activities mentioned by the interviewees (see Appendix B). The items with the highest frequencies were utilized in the assessment questionnaire. Eleven of the programmatic activities and ten of the nonprogrammatic activities were included in the questionnaire. The reasons for including only eleven programmatic and ten nonprogrammatic activities were: 1) more than this number of activities would have made the questionnaire too long to administer, and 2) there was a logical breaking point in the frequency count between items eleven and twelve for the programmatic activities and ten and eleven for the nonprogrammatic activities. Rank items four and eleven of the nonprogrammatic activities were collapsed into one item because of their similarity.

Instrument Validity

Krupa (1976) in his research established the content and construct validity for the assessment instrument used in this study. The content validity was developed through a study of the literature and research, and examination and refinement by a panel of experts. The validity for the programmatic and nonprogrammatic activities was established through a study of the literature and interviews conducted with selected school staff and citizens at the research site.

The construct validity was established through the identification of constructs which were obtained from the literature and a panel of experts. Respondents from two pilot schools critiqued the assessment instrument and the respondents suggestions were incorporated into the questionnaire.

Instrument Reliability

In an earlier study by Krupa (1976), the Home-school-community Relations Assessment Questionnaire was piloted utilizing a test-retest procedure for the questions dealing with the control functions, the intended interactions, and the importance and effectiveness of the activities. For all of the questions measured by Krupa, a reliability figure of .87 or higher was found.

Since modifications were made to the assessment questionnaire, a test-retest procedure was piloted with several individuals to determine its reliability. PROGRAM DSTAT2, a descriptive statistics and correlation program in the STATJOB series of programs, was used for determining the coefficients of correlation for each of the programmatic and nonprogrammatic activities. PROGRAM WISE&STAT. AVECOR, an interactive program in the Wisconsin Information Systems for Education, was used for determining the mean coefficients of correlation for all the programmatic and nonprogrammatic activities. Tables 1 and 2 report the test-retest results for all the activities contained in the home-school-community relations questionnaire.

Table 1

TEST-RETEST RESULTS OF THE HOME-SCHOOL-COMMUNITY RELATIONS QUESTIONNAIRE FOR THE NONPROGRAMMATIC ACTIVITIES

Nonprogrammatic Activity	Test-Retest Coefficients of Correlation	Significance for Coefficients of Correlation
1. Parent visits to the school	.830	.000
2. Students' enthusiasm in school activities	.707	.008
3. School facilities serve as a community resource	.867	.000
4. Staff generates a feeling of warmth	.738	.005
5. Parents demonstrate support for the school	.780	.002
6. Staff generates a positive atmosphere	.887	.000
7. Principal and staff response to parent calls	.923	.000
8. Parents have access to staff	.193	.558
9. Staff generates rapport between themselves and parents	.603	.036
10. Staff works well together planning activities for children	.910	.000

Average correlation for all the activities was $\underline{r} = +.828$.

Activity 8 was not included in the averaging of the correlations.

Table 2

TEST-RETEST RESULTS OF THE HOME-SCHOOL-COMMUNITY RELATIONS ASSESSMENT QUESTIONNAIRE FOR THE PROGRAMMATIC ACTIVITIES

Programmatic Activities	Test-Retest Coefficients of Correlation	Significance for Coefficients of Correlation
1. PTO	.702	.009
2. Parent-teacher conferences	.875	.000
3. Volunteer aide program	.630	.026
4. Christmas and Spring music programs	.699	.009
5. Parent advisory board	.882	.000
6. School newsletter	.874	.000
7. Positive cards, calls, and notes	-.355	.266
8. Use of community resource people	.215	.512
9. Parent questionnaires or surveys	.871	.000
10. Articles in the local newspaper	.762	.003
11. Progress report	.872	.000

Average correlation for all the activities was $\underline{r} = +.814$.

Activities 7 and 8 were not included in the averaging of the correlations.

Table 1 reports the coefficients of correlation test of reliability for the nonprogrammatic activities. All of the nonprogrammatic activities were found to have a significance level of $\underline{r} < .05$ except for activity eight. This activity, "parents have access to staff," was found to have a weak correlation and therefore will not be considered in the final results reported in Chapter four.

Table 2 reports the coefficients of correlation test of reliability for the programmatic activities. Most of the activities were found to be significant at the $\underline{r} < .05$ level except for activities seven and eight. These activities, "positive cards, calls, and notes," and "use of community resource people," were found to be extremely weak as coefficients of correlation and will not be used in reporting the final results in Chapter four.

The nonprogrammatic and programmatic activities, "parents have access to staff," "positive cards, calls, and notes," and "use of community resource people," were included in the questionnaire and reported in the tables found in Chapter three. The reader should be cautioned that no findings or conclusions were implied from the presence of these activities in the questionnaire and in Chapter three.

Phase II

Instrument Refinement

Based on the findings from Phase I, refinement of the Home-school-community Relations Assessment Instrument was conducted. The programmatic and nonprogrammatic activities identified in Phase I were incorporated into the assessment instrument. Development of the original instrument was detailed by Krupa (1976). Construction of the instrument consisted of: 1) development of questions, 2) scaling, 3) background data, 4) instrument format, 5) instrument validity, and 6) reliability.

An additional question relating to the planning process of each home-school-community relations activity was added to augment the control functions.

The Likert format (scaled ratings of 5-1) for importance and effectiveness were changed to include headings for each interval. The new items were scaled as 5-Extremely Effective, 4-Very Effective, 3-Effective, 2-Somewhat Effective, and 1-Ineffective.

The question relating to the intended interaction activities of the assessment instrument was changed from a single response question to a multi-response question utilizing a rank-order format for each of the four responses. Response five was eliminated from this question primarily to force the respondents into rank-ordering the question.

Similarly, the question about the operating functions of the assessment instrument was changed to a rank-order format. Response five was eliminated to force the respondents into rank-ordering the question.

The last page of the assessment instrument was eliminated completely. Since these questions were originally expanded modifications of the operating functions question, it was decided that utilizing the rank-order method in the operating functions question was adequate in gathering the necessary data for this study.

The panel of experts from the Department of Educational Administration, University of Wisconsin, and the R and D Center personnel involved in home-school-community relations research were consulted for input both during and after changes were made in the refinement of the assessment instrument.

Phase III

Administering the Instrument

Upon completion of the refinement of the Home-school-community Relations Assessment Instrument, the revised instrumentation was administered by the researcher to fifteen student and faculty members in the Department of Educational Administration at the University of Wisconsin-Madison. The researcher gave oral instructions to each person on completing the questionnaire and asked for their comments and constructive criticism of the assessment instrument. Additional modifications of the questionnaire were made from their comments and criticism.

The questionnaire was administered to three different populations including: 1) the entire subject elementary school staff, 2) forty-one parents selected randomly, and 3) thirty individuals (hereafter referred to as nonparents) who lived in the elementary school attendance area. All of the citizens were eighteen years of age or older, and did not have children or did not have children attending this school. Three separate questionnaires were administered to the different populations (see Appendix C). The questionnaires were color coded for easy identification, administration, and coding.

Oral directions for taking the questionnaire were given to all three populations (see Appendix D). In administering the questionnaire to the school staff, individual directions were given to the classified personnel, and group directions were given to each of the six I&R units. It was requested by the unit leaders that the researcher administer the questionnaire during their regularly scheduled unit meetings instead of one large staff meeting. The total staff population was thirty-six which included: 1) twenty-four teachers, 2) seven aides, 3) four classified personnel, and 4) the principal. The twenty-four questionnaires returned represented an 80 percent return.
Some staff members were not involved in the study because of sickness during the week the researcher was collecting the data at the elementary school.

A random sample of sixty parents was taken. This represented slightly more than ten percent of the parent population. The parent population at the time of data collection was 533. Letters were sent to the random sample of sixty parents asking for their participation in the study (see Appendix E). When the researcher arrived at the elementary school, all sixty parents were contacted by telephone to ascertain their willingness to participate. A joint meeting with the PTO and selected parents was scheduled for Thursday evening at 7:30 P.M. on March 11, 1976. For those parents who could not attend the Thursday evening meeting, additional times were made available on Tuesday, Wednesday, and Friday evenings. In addition to the evening meetings, each day during the week of March 8, 1976 was made available for parents to either come to the school or have the questionnaire brought to them. Forty-one questionnaires were returned representing a seventy percent return.

Nonparents living in the elementary school attendance area were selected utilizing a representative sample technique. Ninety-six percent of the elementary school attendance area is comprised of three housing developments: 1) Development I with 354 dwellings, 2) Development II with 114 dwellings, and 3) Development III with fifty-eight dwellings. Other dwellings not included in the housing developments totaled seventeen. The data for determining the number of dwellings (houses) in the housing developments were obtained from the Plat Books found in the County Assessor's office. The dwellings occupied by elementary school parents were subtracted from the total number of dwellings in each of the housing developments. A sample size of sixty was determined as being representative of the nonparent population. The number of nonparents selected from each housing development is found in Table 3.

TABLE 3

NONPARENTS SELECTED FROM EACH HOUSING DEVELOPMENT FOR SAMPLING

	Total Number of Dwellings	Number of Nonparents Dwellings	Number of Nonparents Sampled
Development I	354	194	40
Development II	114	56	12
Development III	58	27	5
Other	17	17	3
Total	526	277	60

Each nonparent selected received a telephone call and was asked to participate in the study. Twenty nonparents either refused to participate or wanted the questionnaire mailed to them. Since oral directions were given, no questionnaires were mailed. Several questionnaires were delivered to respondents who could not come to the school. Ten questionnaires were never returned. The total number of questionnaires returned by the nonparents was thirty representing a 50 percent return.

Table 4 summarizes the number of questionnaires administered and returned.

TABLE 4

QUESTIONNAIRES ADMINISTERED AND RETURNED BY STAFF, PARENTS, AND NONPARENTS

	Sample Size	Number of Questionnaires Administered	Number of Questionnaires Returned	Percent Returned
Staff	36	30	24	80
Parents	60	60	41	70
Nonparents	60	60	30	50

Phase IV

Description of the Statistical Analyses Performed on the Data

Four statistical analyses were performed on the data in this study. Two of these analyses were performed by pre-packaged programs from the University of Wisconsin Academic Computing Center. Two of the analyses were performed by programs from the Wisconsin Information Systems for Education. PROGRAM DSTAT2, a descriptive statistics and correlation program in the STATJOB series of programs, was used for determining the means and standard deviations of the programmatic and nonprogrammatic activities in a school's home-school-community relations program. The means were used in finding the priority ranking of each activity in terms of the operating functions, and the intended interaction of each activity in terms of the primary interaction patterns.

PROGRAM UNISTAT1, a descriptive statistics program in the STATJOB series of programs available at the Madison Academic Computing Center, was used for finding the frequencies and percentages as they related to the primary roles and responsibilities for each of the control functions. In presenting and discussing the data, 50 percent or more agreement was used for determining the responsibilities for the control functions.

PROGRAM WISE*STAT. ITTEST, an interactive program in the Wisconsin Information Systems for Education, was used for determining differences between groups. The means and standard deviations from DSTAT2 were used for finding significant differences between groups at the $p < .05$ level for the ancillary question as perceived by staff, parents, and nonparents.

PROGRAM WISE*STAT. AVECOR, an interactive program in the Wisconsin Information Systems for Education, was used in research questions five through fourteen. The mean coefficients of correlations from AVECOR were used in determining the relationships for the control functions, the operating functions, the primary interaction patterns, the importance, and the effectiveness of the programmatic and nonprogrammatic activities in a school's home-school-community relations program.

Limitations of the Study

There are three limitations to the study. First, the study was limited to a single IGE multiunit elementary school and, therefore, the results of the study may not be generalized to other IGE schools. Second, self-administered instruments utilizing written responses are subject to intervening variables such as truthfulness in the subjects' responses, sincerity, and local environmental conditions. Third, the reliability measures were conducted with respondents not directly involved in the study. Also, separate administrations were given in the test-retest procedure and intervening environmental conditions may have influenced the final results.

CHAPTER III

ANALYSIS OF THE DATA

This chapter includes an analysis of the data in reponse to the fourteen research and two ancillary questions found in Chapter Two. The data for Research Question One are reported as lists of programmatic and nonprogrammatic activities. The data for Research Questions Two and Three are reported as means in tabular format. The format for Research Question Four is tabular with the data reported in percentages. The data for Research Questions Five through Fourteen are reported as correlations utilizing a tabular format. The two ancillary questions are reported in tabular format showing significant mean differences between groups. The sixteen parts of the analysis are:

1. The programmatic and nonprogrammatic activities;
2. The priority ranking of each activity in terms of the operating functions;
3. The intended interaction of each activity in terms of the primary interaction patterns;
4. The primary responsibilities for each of the control functions;
5. The relationship between the importance of the activities and the control functions;
6. The relationship between the effectiveness of the activities and the control functions;
7. The relationship between the importance of the activities and the operating functions;
8. the relationship between the effectiveness of the activities and the operating functions;
9. The relationship between the importance of the activities and the primary interaction patterns;
10. The relationship between the effectiveness of the activities and the primary interaction patterns.
11. The relationship between the importance and effectiveness of the activities.

12. The relationship between the control functions and the primary interaction patterns;
13. The relationship between the primary interaction patterns and the operating functions;
14. The relationhip between the control functions and the operating functions;
15. The mean differences between the groups for the importance of the activities;
16. The mean differences between the groups for the effectiveness of the activities.

The Programmatic and Nonprogrammatic Activities

The first step in analyzing a school's home-school-community relations program involved identifying an inclusive list of all the programmatic and nonprogrammatic activities. The data gathered were from selected school staff members, parents, and nonparents.

Research Question 1:

> What are the school's programmatic and nonprogrammatic home-school-community relations activities?

Fifty-three programmatic and fifty-three nonprogrammatic activities were identified (see Appendix B). The following list of activities with a frequency of twelve or higher for the programmatic activities, and a frequency of eleven or higher for the nonprogrammatic activities was utilized in the assessment questionnaire.

The eleven programmatic activities identified and used in the assessment questionnaire were:

1. PTO
2. Parent-teacher conferences
3. Volunteer aide program
4. Christmas and Spring music program
5. Parent advisory board
6. School newsletter
7. Positive cards, calls, or notes
8. Use of community resource people for instruction
9. Parent questionnaires or surveys
10. Articles about school in local newspaper

11. Progress report.

The ten nonprogrammatic activities identified and used in the assessment questionnaire were:

1. The school staff encourages parents to visit, observe, and talk with teachers.
2. Students display their enthusiasm and involvement in the many activities provided for them.
3. The school facilities function as a community resource.
4. The staff generates a feeling of warmth and friendliness toward all who enter the school.
5. Parents demonstrate their positive support for the school through their willingness to become involved in the school's programs and activities.
6. The staff generates a comfortable, non-threatening, positive atmosphere toward students, parents, and visitors.
7. The principal and teachers respond to parent calls the same day or within a reasonable amount of time.
8. Parents have easy access to the principal and teachers about concerns no matter how trivial.
9. The staff generates rapport and a feeling of mutual respect between themselves and parents.
10. The staff works well together in planning activities for children.

Weak reliabilities were found, as reported in Chapter Two, for the activities, "parents have access to staff," "positive cards, calls, or notes," and "use of community resource people for instruction." Although these activities were included in the assessment questionnaire and reported in the tables in Chapter Three, no findings or conclusions were developed from these activities as part of the study.

The Priority Ranking of Each Activity in Terms of the Operating Functions

Research Question 2:

> What is the priority ranking of each activity in terms of the operating functions of analysis, communication, involvement, and resolution as perceived by staff, parents, and nonparents?

In determining the priority ranking of each activity, the mean rankings of each activity were found. PROGRAM DSTAT2, a descriptive statistics and correlation program in the STATJOB series of programs available at the Madison Academic Computing Center, was used for finding the means and the standard deviations. PROGRAM WISE*STAT.ITTEST, designed by McIsaac (1972), is an interactive program in the Wisconsin Information Systems for Education and was used for determining differences between two groups utilizing the means and standard deviations.

Table 5 reports the data gathered on each activity. The nonprogrammatic activities as perceived by the staff with the highest mean (4.0) were "parent visits to the school," "parents demonstrate support for the school," and "principal and staff response to parent calls," for the operating function of involvement. Parents ranked two activities (mean 3.8) highest. The first activity, "parent visits to the school," was perceived as a function of communication. The second activity, "parents demonstrate support for the school," was perceived as a function of communication and involvement. The nonparents ranked "parents demonstrate support for the school," as a function of communication.

Table 6 reports the average means for all of the nonprogrammatic activities for the operating function.

TABLE 6

AVERAGE MEANS OF OPERATING FUNCTIONS FOR NONPROGRAMMATIC ACTIVITIES

	Staff	Parents	Nonparents
Analysis	3.3	3.3	3.2
Communication	3.4	3.5	3.1
Involvement	3.6	3.4	3.3
Resolution	3.4	3.4	3.1

TABLE 5

MEAN PRIORITY RANKING OF EACH NONPROGRAMMATIC ACTIVITY IN TERMS OF THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Operating Functions	Staff N=24				Parents N=41				Nonparents N=30			
Non-Programmatic Activities	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
Parent visits to the school	3.5	3.8	4.0	3.7	3.5	3.8	3.6	3.7	3.2	3.6	3.5	3.3
Students' enthusiasm in school activities	3	3.1	3.5	3	2.8	2.9	3.1	2.7	2.7	3.2	3.1	2.5
School facilities serve as a community resource	2.2	2.5	3.0	2.4	2.7	2.9	3.1	2.8	2.6	2.9	2.8	2.5
Staff generates a feeling of warmth	3.2	3.5	3.4	3.3	3.3	3.5	3.4	3.6	2.7	3.3	3.2	2.9
Parents demonstrate support for the school	3.5	3.4	4	3	3.7	3.8	3.8	3.7	3.4	3.7	3.8	3.4
Staff generates a positive atmosphere	3.6	3.6	3.7	3.8	3.5	3.5	3.4	3.6	3.4	3.5	3.5	3.2
Principal and staff response to parent calls	3.9	3.6	3.7	4	3.6	3.7	3.5	3.7	3.6	3.8	3.2	3.7
Parents have access to staff	3.7	3.7	3.6	3.7	3.7	3.8	3.7	4	3.6	3.7	3.3	3.3
Staff generates rapport between themselves and parents	3.7	3.8	3.8	3.7	3.5	3.7	3.5	3.5	3.5	3.5	3.3	3.2
Staff works well together planning activities for children	3	3	3.1	3	3.1	2.9	2.9	3	2.9	3.2	3.4	2.6

Table 7 shows the mean scores for each programmatic activity in terms of the operating functions of analysis, communication, involvement, and resolution as perceived by the staff, parents, and nonparents. The activity "parent-teacher conferences," as an involvement function received the highest mean score (3.9) while "Christmas and Spring music programs" as a resolution function received the lowest mean score (1.9) as perceived by the staff. Parents also ranked "parent-teacher conferences" highest (mean 3.8) but as a communication function while ranking "Christmas and Spring music programs" last (mean 1.9) as a resolution function. Nonparents ranked the activity, parent-teacher conferences" as a communication function highest (mean 3.9) while "Christmas and Spring music programs" and "school newsletter" were ranked last (mean 2.0) as resolution functions.

Table 8 reports the average mean for all of the programmatic activities as related to the operating functions.

TABLE 8

AVERAGE MEANS OF OPERATING FUNCTIONS FOR ALL PROGRAMMATIC ACTIVITIES

	Staff	Parents	Nonparents
Analysis	2.8	2.9	2.7
Communication	3.1	3.3	3.1
Involvement	3.0	3.0	2.9
Resolution	2.6	2.7	2.7

TABLE 7

MEAN PRIORITY RANKING OF EACH PROGRAMMATIC ACTIVITY IN TERMS OF THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Programmatic Activities	Staff N=24				Parents N=41				Nonparents N=30			
	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
PTO	2.9	3.2	3.6	2.8	2.9	3.3	3.2	3	3.4	3.6	3.4	2.9
Parent-teacher conferences	3.6	3.8	3.9	4	3.6	3.8	3.2	3.6	3.4	3.9	3.4	3.7
Volunteer aide program	2.9	2.8	3.6	2.7	2.9	2.8	3.6	2.7	2.7	2.9	3.1	2.4
Christmas and Spring music programs	2.1	2.4	2.6	1.9	2	2.4	2.3	1.9	2.4	2.7	2.6	2.0
Parent advisory board	3.5	3.5	3.4	3	3.4	3.1	3	3.2	3.5	3.4	3.3	3.3
School newsletter	2.4	3.2	2.7	2	2.5	3.4	2.8	2.2	2.4	3.1	2.6	2
Positive cards, calls and notes	2.6	3	2.6	2.7	2.8	3.3	2.8	2.9	2.7	3.6	3.2	3
Use of community resource people	2.6	2.5	2.9	2	3.1	2.9	3.5	2.4	2.9	2.9	3.5	2.4
Parent questionnaires or surveys	3.4	3.5	3.3	3.1	3.4	3	3.2	3.1	3.5	3.2	2.9	2.9
Articles in local newspaper	2.4	2.9	2.3	2.1	2.5	2.9	2.1	2.1	2.5	3.3	2.7	2.3
Progress report	2.3	2.9	2.4	2.6	2.8	3.3	2.6	2.6	2.6	3.4	2.7	2.5

The Intended Interaction of Each Activity in Terms of the Primary Interaction Patterns

Research Question 3:

> What is the intended interaction of each activity in terms of the primary interaction patterns as perceived by staff, parents, and nonparents?

In analyzing the data, the means for each activity were computed using PROGRAM DSTAT2 for determining the priority ranking.

Table 9 reports the data gathered on each nonprogrammatic activity. The nonprogrammatic activity, "the principal and staff response to parent calls," ranked highest (mean 4.3) for the interaction between the school and child, while the activity "the staff works well together in planning activities for children," ranked last (mean 2.4) for the interaction between the school and total school district as perceived by the staff. Several other activities were found to have means between 4.0 and 4.2.

The parents ranked two activities highest (mean 4.1) both as primary interactions between the school and child. These activities were "the students' enthusiasm in school activities" and "the staff works well together in planning activities for children." The activity ranked last by parents (mean 2.7) was "the school facilities serve as a community resource as the primary interaction between the school and the total school district."

Nonparents ranked the activity, "the principal and staff response to parent calls," highest (mean 4.2) as the primary interaction between the school and the home. The lowest ranked activity, "parent visits to

TABLE 9

MEANS OF INTENDED INTERACTION OF EACH NONPROGRAMMATIC ACTIVITY IN TERMS OF THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns / Non-Programmatic Activities	Staff N=24				Parent N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and District	School and child	School and home	School and attendance area	School and District	School and child	School and home	School and attendance area	School and district
Parents visits to the school	3.6	4	3.1	2.3	3.6	3.7	3.3	3.1	3.3	3.8	2.5	2.6
Students' enthusiasm in school activities	4.2	4	3.1	2.8	4.1	3.6	3.3	2.9	4	3.8	3.2	2.8
School facilities serve as a community resource	3	2.7	3	2.6	3.1	3.0	3.1	2.7	2.8	3.1	3.4	3.1
Staff generates a feeling of warmth	3.8	3.8	3.5	3	3.8	3.8	3.7	3.1	3.4	3.6	3.3	3.0
Parents demonstrate support for the school	3.7	4.1	3.4	2.9	3.7	4	3.2	3	3.3	4	3.3	3
Staff generates a positive atmosphere	4.1	4	3.5	3	4	3.7	3.3	2.9	3.8	3.7	3.1	2.7
Principal and staff response to parent calls	3.7	4.3	3.3	2.7	3.7	3.9	3.3	2.9	3.5	4.2	3.1	2.6
Parents have access to staff	3.5	3.8	3	2.6	3.7	4	3.4	3	3.3	3.9	3.1	2.7
Staff generates rapport between themselves and parents	3.6	4	3.3	2.7	3.6	3.8	3.3	3	3.5	3.9	3.1	2.8
Staff works well together planning activities for children	3.6	3.3	2.7	2.4	4.1	3.6	3.1	3	3.7	3.5	2.8	2.6

school" (mean 2.5), was viewed as a primary interaction between the school and the attendance area.

Table 10 reports the average means for all of the nonprogrammatic activities as related to the primary interaction patterns.

TABLE 10

AVERAGE MEANS OF PRIMARY INTERACTION PATTERNS FOR ALL NONPROGRAMMATIC ACTIVITIES

	Staff	Parents	Nonparents
School & Child	3.7	3.7	3.5
School & Home	3.8	3.7	3.4
School & Attendance Area	3.2	3.3	3.1
School & District	2.7	3.0	2.8

Table 11reports the data gathered on each programmatic activity. The programmatic activity, "Christmas and Spring music programs," ranked highest (mean 3.9) as a primary interaction between the school and child as perceived by the staff. The staff ranked (mean 1.7) the activity, "progress report," last as a primary interaction between the school and the total school district.

Parents ranked the activity, "progress report," highest (mean 3.6) as a primary interaction between the school and the home while nonparents ranked the activities, "parent-teacher conferences" (mean 4.1) highest as the intended interaction between the school and home. Nonparents ranked

TABLE 11

MEANS OF INTENDED INTERACTION OF EACH PROGRAMMATIC ACTIVITY IN TERMS OF THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Staff N=24				Parents N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and district	School and child	School and home	School and attendance area	School and district	School and child	School and home	School and attendance area	School and district
PTO	2.5	3.1	2.5	2.4	2.5	3.3	2.6	2.4	2.5	3.2	2.8	2.7
Parent-teacher conferences	3.8	4.3	2.7	2.2	3.2	4	2.7	2.3	3.5	4.1	3	2.2
Volunteer aide program	3	3.3	2.4	2.1	3.2	3.2	2.6	2.3	3.4	3.2	3.2	2.8
Christmas and Spring music programs	3.9	3.7	2.9	2.4	3.5	3.4	2.9	2.3	3.6	3.7	3.3	2.9
Parent advisory board	2.4	3.1	2.7	2.7	2.3	3	2.8	2.7	2.6	3.1	3.1	3.0
School newsletter	3.2	3.7	2.8	2.1	3.1	3.5	2.5	2.2	3.4	3.6	3	2.4
Positive cards, calls and notes	3.9	3.6	2.3	2	3.3	3.4	2.3	1.8	4	4.1	2.8	2.3
Use of community resource people	3.1	2.8	2.6	2.4	3.4	2.7	2.3	2	3	3	3	2.9
Parent questionnaires or surveys	2.4	3.1	2.2	1.9	2.3	3.1	2.6	2.2	2.5	3.2	2.9	2.6
Articles in local newspaper	3	3	3.3	3.3	2.9	3	3.1	3.1	3.1	3.4	3.7	3.6
Progress report	3.5	3.2	2	1.7	3.4	3.6	2.7	2.1	3.8	4	2.6	2.1

last (mean 2.1) the activity, "progress report," as a primary interaction between the school and the total school district.

Table 12 reports the average means for all of the programmatic activities as related to the operating functions.

TABLE 12

AVERAGE MEANS OF PRIMARY INTERACTION PATTERNS FOR ALL PROGRAMMATIC ACTIVITIES

	Staff	Parents	Nonparents
School & Child	3.2	3.0	3.2
School & Home	3.4	3.3	3.5
School & Attendance Area	2.6	2.7	3.0
School & District	2.3	2.3	2.7

Research Question 4:

> Who is primarily responsible for each of the control functions for the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

In determining who is primarily responsible for each of the control functions for the programmatic and nonprogrammatic activities, frequencies and percentages were found. PROGRAM UNISTAT1, a descriptive statistics program in the STATJOB series of programs available at the Madison Academic Computing Center, was used for finding the frequencies and percentages for Tables 13 through 48.

Table 13reports the data regarding the responsibility for conducting or carrying out the nonprogrammatic activities as perceived by

TABLE 13

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN CONDUCTING OR CARRYING OUT THE NONPROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY THE STAFF

N=24

Non-programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
Parent visits to the school				16	8		54	21				
Students' enthusiasm in school activities					4		67	29				
School facilities serve as a community resource	29	25	4	29	4		4					4
Staff generates a feeling of warmth				4			17	67				
Parents demonstrate support for the school				13	8		25	4	25	4	8	13
Staff generates a positive atmosphere					13		25	58				4
Principal and staff response to parent calls				4	8		13	71				4
Parents have access to staff				29	4		17	46				4
Staff generates rapport between themselves and parents				4	4		21	67			4	
Staff works well together planning activities for children				4	8	4	71	8				4

the staff. Seven cells in Table 13 indicate 50 percent or more agreement regarding who has the responsibility for conducting or carrying out the activities. Over half the staff indicated that the I & R Unit had the responsibility for conducting or carrying out, "parent visits to schools," "students' enthusiasm in school activities," and "the staff works well together in planning activities for children." Over sixty percent of the staff also indicated that the teachers had the responsibility for conducting or carrying out the, "staff generates a feeling of warmth," "the staff generates a positive atmosphere," "the principal and staff response to parent calls," and "the staff generates rapport between themselves and parents."

Table 14 reports the mean percentage of the responsibility for conducting all the nonprogrammatic activities as perceived by the staff:

TABLE 14

MEAN PERCENTAGE OF RESPONSIBILITY FOR CONDUCTING OR CARRYING OUT ALL NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE STAFF

	Role	Percentage
1.	Teacher	37
2.	I & R Unit	31
3.	Principal	10
4.	IIC	6
5.	Other	5
6.	Board of Education	3
7.	Superintendent-Central Office	3
8.	Parent Advisory Board	3
9.	No one	1
10.	SPC	.4
11.	Unit Leader	.4
12.	Other Parent Group	.4

Table 15 reports the data regarding the responsibility for conducting or carrying out the nonprogrammatic activities as perceived by the parents. One cell in Table 15 indicates 45 percent or more agreement regarding who has the responsibility for conducting or carrying out the activities. Forty-six percent of the respondents indicated that the principal had the responsibility for conducting or carrying out the activity "parent visits to school." Table 16 reports the mean percentage of the responsibility for conducting all the nonprogrammatic activities as perceived by the parents in the following rank order:

TABLE 16

MEAN PERCENTAGE OF RESPONSIBILITY FOR CONDUCTING OR CARRYING OUT ALL NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY PARENTS

Role	Percentage
1. Principal	31
2. Teacher	18
3. I & R Unit	17
4. Other	6
5. IIC	5
6. Parent Advisory Board	5
7. Unit Leader	3
8. Other Parent Group	3
9. Board of Education	2
10. Superintendent-Central Office	2
11. No One	2
12. SPC	1

Table 17 reports the data regarding the data regarding the responsibility for conducting or carrying out the nonprogrammatic activities as perceived by the nonparents. Three cells in Table 17 indicate 50 percent or more agreement regarding who has the responsibility for conducting or carrying out the activities.

TABLE 15

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN CONDUCTING OR CARRYING OUT THE NONPROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY PARENTS

Non-programmatic activities	N=41 Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
Parent visits to the school			2	46	2	2	20	22				
Students' enthusiasm in school activities				5	12	29	42				2	7
School facilities serve as a community resource	20	22	2	37				2	7		2	
Staff generates a feeling of warmth				44			22	22			2	5
Parents demonstrate support for the school			2	22	5	2	5		12	27	5	15
Staff generates a positive atmosphere	2			34	5		24	17	2			10
Principal and staff response to parent calls		2	2	42	5		10	32				2
Parents have access to staff				56	5	5	5	15	2		2	7
Staff generates rapport between themselves and parents				27	7	2	17	27	2		5	7
Staff works well together planning activities for children			2		15	10	37	5	22			2

TABLE 17

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN CONDUCTING OR CARRYING OUT THE NONPROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY NONPARENTS

Non-programmatic activities	N=30 Board of education	Superintendent	SPC	Principal	IGE	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
Parent visits to the school	7	3		43	10		17	20				
Students' enthusiasm in school activities			10		10	3	23	43	7		3	
School facilities serve as a community resource	43	23	7	23								3
Staff generates a feeling of warmth	3		3	30			3	37				3
Parents demonstrate support for the school			7	7	13		10	3	40	20		
Staff generates a positive atmosphere	3		3	40	7		3	40			3	
Principal and staff response to parent calls		7		43	7	7		30			3	3
Parents have access to staff	7	7	7	53	7			13	3		3	
Staff generates rapport between themselves and parents		7		23	3		20	37	3	3	3	
Staff works well together planning activities for children				30	17	7	23	3				

Over 50 percent of the nonparents indicated that the principal had the responsibility for conducting or carrying out the, "staff generates a feeling of warmth," and the "staff works well together in planning activities for children." Table 18 reports the mean percentage of the responsibility for conducting all the nonprogrammatic activities as perceived by the parents in the following rank order:

TABLE 18

MEAN PERCENTAGE OF RESPONSIBILITY FOR CONDUCTING OR CARRYING OUT ALL NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY NONPARENTS

Role	Percentage
1. Principal	33
2. Teacher	23
3. I & R Unit	10
4. IIC	7
5. Board of Education	6
6. Superintendent-Central Office	5
7. Parent Advisory Board	5
8. SPC	4
9. Unit Leader	2
10. Other Parent Group	2
11. No one	2
12. Other	1

Table 19 reports the data regarding who is reponsible for deciding to include the programmatic activities in the home-school-community relations program as perceived by the staff. The highest percentage, 42 percent of the staff, indicated that it was the responsibility of the teachers to decide to include 'Christmas and Spring music programs" as a home-school-community relations activity. Table 20 reports the mean

TABLE 19

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN DECIDING TO INCLUDE THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY THE STAFF

Programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
	N=24											
PTO	13	8		38	4			4	8	17		
Parent-teacher conferences	4	4		4	21	4	42	4		8		4
Volunteer aide program				21	4	4	33	4	4	8		13
Christmas and Spring music programs	8	8		21	8			42				8
Parent advisory board	13	21	4	4	4				33	8		4
School newsletter				13	13			4	17	29		21
Positive cards, calls and notes				4			17	71			4	4
Use of community resource people		8		4	8		46	25			4	
Parent questionnaires or surveys		8	4	38	25		13		8	4		
Articles in local newspaper		17		13			8	29			8	17
Progress report			4	8	25	4	21			4		29

percentage of decision responsibility for all programmatic activities in the following rank order:

TABLE 20

MEAN PERCENTAGE OF DECISION RESPONSIBILITY ON ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE STAFF

Role	Percentage
1. Teacher	17
2. I & R Unit	16
3. Principal	15
4. IIC	10
5. Other	9
6. Superintendent-Central Office	7
7. Other Parent Group	7
8. Parent Advisory Group	6
9. Board of Education	3
10. No one	2
11. SPC	1
12. Unit Leader	1

Table 21 reports the data regarding who is responsible for deciding to include the programmatic activities in the home-school-community relations program as perceived by the parents. Only two cells in Table 21 indicate 40 percent or more agreement regarding who makes the decision to include the programmatic activities in the home-school-community relations program. Forty-two percent of the parents indicated it was the board of education that made the decision to include the "parent advisory board" as an activity. Forty-two percent of the parents indicated it was the principal who made the decision to include, "articles in the local newspaper," as a home-school-community relations activity. Table 22 reports the mean percentage of decision responsibility for all programmatic activities in the following rank order:

TABLE 21

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN DECIDING TO INCLUDE THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY PARENTS

	N=41											
Programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO	15		2	10	2				20	37		5
Parent-teacher conferences	5	2	7	29		10	15	15	5	5		
Volunteer aide program	7	2	2	24	2	5	5	2	10	10		15
Christmas and Spring music programs	2	2	2	27	5	12	7	24		2	2	2
Parent advisory board	42	5		12			2	2	15	5		
School newsletter				29	2		5	2	15	22		15
Positive cards, calls and notes				20	5	7	12	32			2	2
Use of community resource people	2		2	27	2	7	10	20				2
Parent questionnaires or surveys	2	2	5	39		2	5	2	15			5
Articles in local newspaper		7		42		2	5	2	7		2	10
Progress report	7	2	2	27	2	7	17	10	2	2		

TABLE 22

MEAN PERCENTAGE OF DECISION RESPONSIBILITY ON ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE PARENTS

Role	Percentage
1. Principal	26
2. Teacher	10
3. Board of Education	8
4. I & R Unit	8
5. Parent Advisory Board	8
6. Other Parent Group	5
7. Unit Leader	5
8. Other	2
9. Superintendent-Central Office	2
10. SPC	2
11. IIC	2
12. No one	.7

Table 23 reports the data regarding who is responsible for deciding to include the programmatic activities in the home-school-community relations program as perceived by nonparents. Seventy percent of the nonparents indicated that the principal made the decision to include "articles in the local newspaper" as a home-school-community relations activity. Table 24 reports the mean percentage of decision responsibility for all programmatic activities in the following rank order:

Table 25 reports the data regarding who is reponsible for planning to include the programmatic activities in the home-school-community relations program as perceived by the staff. Fifty percent of the staff reported that other parent groups had the responsibility for planning the "PTO." Seventy-one percent of the staff reported that the I&R Unit had the responsibility for planning "parent-teacher conferences." Eighty-eight percent of the staff reported that the teacher had the

TABLE 23

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN DECIDING TO INCLUDE THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY NONPARENTS

Programmatic activities	N=30											
	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO	10	20	7	37					10	10		7
Parent-teacher conferences	10	23	3	27	13		10	13				
Volunteer aide program	3	20		40	7	3	7	7	7			3
Christmas and Spring music programs		7	3	57	20	3		7	3			
Parent advisory board	10	23	7	27					27	3		
School newsletter		7		47	13		3			17		
Positive cards, calls and notes	7			23	7		23	30				
Use of community resource people		3	23	20	27	3	17	3				
Parent questionnaires or surveys		27	3	40	17							
Articles in local newspaper		3		70	7	3		3	3	3	3	
Progress report	17	7	3	23	17		13	3				

TABLE 24

MEAN PERCENTAGE OF DECISION RESPONSIBILITY ON ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE NONPARENTS

Role	Percentage
1. Principal	37
2. Superintendent-Central Office	13
3. IIC	12
4. I & R Unit	7
5. Board of Education	6
6. Teacher	6
7. SPC	5
8. Parent Advisory Board	5
9. Other Parent Group	3
10. Unit Leader	1
11. Other	.9
12. No one	.3

responsibility for planning the "Christmas and Spring music programs." Fifty-four percent of the staff reported that the "Parent Advisory Board" had the responsibility for planning the parent advisory board. Fifty percent of the staff reported that the other parent group had the responsibility for deciding to include the activity, "PTO." Table 26 reports the mean percentage for planning all the programmatic activities in the following rank order:

TABLE 26

MEAN PERCENTAGE OF PLANNING RESPONSIBILITY ON ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE STAFF

Role	Percentage
1. Teacher	25
2. I & R Unit	17
3. Principal	11
4. Other Parent Group	10
5. Other	10
6. Parent Advisory Board	8
7. IIC	7
8. Superintendent-Central Office	3
9. SPC	2
10. Unit Leader	2
11. No one	2
12. Board of Education	0

TABLE 25

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN PLANNING FOR THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY THE STAFF

Programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
	N=24											
PTO		4	4	8			4	4	13	50		4
Parent-teacher conferences			4	4	4	8	71	4				4
Volunteer aide program				25	4	4	21	4	8	13		8
Christmas and Spring music programs				4	4			88				
Parent advisory board		4	4	21					54	8		
School newsletter					4				13	38		42
Positive cards, calls and notes					4		13	75			4	4
Use of community resource people		4	4		4	4	38	38			4	
Parent questionnaires or surveys		4	8	46	29		4	4		4		
Articles in local newspaper		13		4	4		13	42			8	8
Progress report				8	21		21	13				38

Table 27 reports the data regarding who is responsible for planning to include the programmatic activities in the home-school-community relations program as perceived by the parents. Over half the parents reported that the parent advisory board had the responsibility for planning for the "Parent Advisory Board." Table 28 reports the mean percentage for planning all the programmatic activities in the following rank order:

TABLE 28

MEAN PERCENTAGE OF PLANNING RESPONSIBILITY ON ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE PARENTS

Role	Percentage
1. Principal	18
2. Teacher	14
3. I & R Unit	12
4. Parent Advisory Board	9
5. Other Parent Group	9
6. Unit Leader	6
7. IIC	4
8. Other	4
9. Board of Education	2
10. Superintendent-Central Office	2
11. No one	.7
12. SPC	.9

Table 29 reports the data regarding who is responsible for planning to include the programmatic activities in the home-school-community relations program as perceived by the nonparents. No cell received 50 percent agreement or more for planning the activities. Forty-three percent of the nonparents reported that the principal had the responsibility for planning to include, "articles in the local newspaper." Table 30 reports the mean percentage for planning all the programmatic activities in the following rank order:

TABLE 27

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN PLANNING FOR THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY PARENTS

Programmatic activities	N=41											
	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO	7	2		17				2	20	37	2	2
Parent-teacher conferences	2			15	7	20	29	20				
Volunteer aide program	2	2		29	7		7	5	5	22	2	2
Christmas and Spring music programs				2		22	12	42		5		2
Parent advisory board	2	7	5	12					51			2
School newsletter			2	12	2		12	5	7	27		17
Positive cards, calls and notes				15	5	5	12	37		2		
Use of community resource people		2	2	12	2	7	22	20				2
Parent questionnaires or surveys		2		32	7		7	7	12	2		7
Articles in local newspaper		2		37	2	2	5	5	5	2	2	10
Progress report	2			15	7	10	29	12				

TABLE 25

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN PLANNING FOR THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY NONPARENTS

Programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
	N=30											
PTO	3	7	10	20	7		3		23	20		3
Parent-teacher conferences	3	13	3	33	3		17	27				
Volunteer aide program	3	10	3	37	10	7	20			3	3	
Christmas and Spring music programs		10	7	10	7	17	7	37				3
Parent advisory board	17	20	10	7					33	10		
School newsletter				33	7	3	13	3		20		3
Positive cards, calls and notes		3		20	23		17	23				3
Use of community resource people			13	10	40	10	17	7				
Parent questionnaires or surveys	3	20	10	30		2		3				
Articles in local newspaper		10		43	3	3	3	13	3		10	3
Progress report		23		27	7		17	10				

TABLE 30

MEAN PERCENTAGE OF PLANNING RESPONSIBILITY ON ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE NONPARENTS

Role	Percentage
1. Principal	25
2. Superintendent-Central Office	11
3. Teacher	11
4. IIC	10
5. I & R Unit	9
6. Unit Leader	6
7. Parent Advisory Board	6
8. SPC	5
9. Other Parent Group	5
10. Board of Education	3
11. Other	2
12. No one	1

Table 31 reports the data regarding who is responsible for conducting the programmatic activities in the home-school-community relations program as perceived by the staff. Four cells in Table 31 indicate 75 percent or more agreement regarding who is responsible for conducting the programmatic activities. The highest percentage, 88 percent was that teachers were responsible for conducting "Christmas and Spring music programs." The next highest percentage, 83 percent, was that the I & R Unit was responsible for conducting "parent-teacher conferences." This was followed with 79 percent of the staff reporting that the parent advisory board was responsible for conducting the "parent advisory board." Fifty-eight percent reported that the other parent group had the responsibility for conducting the activity, "PTO." Table 32 reports the mean percentage for conducting all the programmatic activities in the following rank order:

TABLE 31

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN CONDUCTING OR CARRYING OUT THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY THE STAFF

	N=24											
Programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO				4			4	4	13	58		4
Parent-teacher conferences						4	83	13				
Volunteer aide program				8		13	13	18	7	21		13
Christmas and Spring music programs					8			88				
Parent advisory board		4							79	8		
School newsletter					4				13	29		50
Positive cards, calls and notes					4		13	75			4	4
Use of community resource people				4		4	46	38			4	
Parent questionnaires or surveys		4	4	50	4		8	13	8	8		
Articles in local newspaper		17		8			4	46			8	8
Progress report					8		50	25				13

TABLE 32

MEAN PERCENTAGE OF CONDUCTING RESPONSIBILITY ON ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE STAFF

Role	Percentage
1. Teachers	29
2. I & R Unit	21
3. Parent Advisory Board	11
4. Other Parent Group	11
5. Other	8
6. Principal	7
7. IIC	3
8. Superintendent-Central Office	2
9. Unit Leader	2
10. No one	2
11. SPC	.4
12. Board of Education	0

Table 33 reports the data regarding who is responsible for conducting the programmatic activities in the home-school-community relations program as perceived by the parents. The highest percentage, 68 percent, indicated that the parent advisory board was responsible for conducting the "parent advisory board." The next highest percentage, 44 percent, showed that the principal was responsible for conducting "parent questionnaires or surveys." Table 34 reports the mean percentage for conducting all the programmatic activites in the following rank order:

Table 35 reports the data regarding who is responsible for conducting the programmatic activities in the home-school-community relations program as perceived by the nonparents. Four cells in Table 35 indicate 50 percent or more agreement regarding who is responsible for conducting the programmatic activities. The nonparents indicated with 60 percent agreement that the parent advisory board was responsible for conducting the "Christmas and Spring music programs."

TABLE 33

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN CONDUCTING OR CARRYING OUT THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY PARENTS

N=41

Programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO				15				2	20	39		2
Parent-teacher conferences				2	2	10	42	32				
Volunteer aide program		2		12		7	10	10	5	27	2	7
Christmas and Spring music programs				2		22	17	37				2
Parent advisory board		2		10					68			
School newsletter				7		5	12	2	10	27		20
Positive cards, calls and notes				7	5	2	12	49				
Use of community resource people		5		7		15	15	27				2
Parent questionnaires or surveys		2		44	2	5	2	2	17			2
Articles in local newspaper		2		34	2	2	5	7	5	2	2	10
Progress report				7		5	34	29				

TABLE 34

MEAN PERCENTAGE OF CONDUCTING RESPONSIBILITY ON ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE PARENTS

Role	Percentage
1. Teachers	18
2. Principal	14
3. I & R Unit	14
4. Parent Advisory Board	11
5. Other Parent Group	9
6. Unit Leader	7
7. Other	4
8. No one	.4
9. Superintendent-Central Office	.9
10. IIC	.9
11. Board of Education	0
12. SPC	0

Fifty-seven percent of the nonparents indicated that teachers were responsible for conducting "progress reports." Table 36 reports the mean percentage for conducting all the programmatic activities in the following rank order:

TABLE 36

MEAN PERCENTAGE OF CONDUCTING RESPONSIBILITY ON ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE NONPARENTS

Role	Percentage
1. Teachers	26
2. Principal	18
3. I & R Unit	17
4. Parent Advisory Board	8
5. IIC	6
6. Other Parent Group	6
7. SPC	4
8. Unit Leader	4
9. Superintendent-Central Office	3
10. No one	1
11. Other	1
12. Board of Education	·0

TABLE 35

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN CONDUCTING OR CARRYING OUT THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY THE NONPARENTS

Programmatic activities	N=30											
	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO				17	10		7		23	37		3
Parent-teacher conferences				17		3	33	47				
Volunteer aide program		3	3	30	10	7	27	10		3	3	
Christmas and Spring music programs				7	3	3	23	57	3			3
Parent advisory board		7		20		3			60	7		
School newsletter				13	7	10	20	13		20		3
Positive cards, calls and notes		3		3	3	3	17	57				3
Use of community resource people			17	10	3	3	33	30				
Parent questionnaires or surveys		13	10	30	23	3		7				
Articles in local newspaper		3	10	40	3	3	7	17			10	
Progress report			3	7	3		20	50				

Table 37 reports the data regarding the responsibility for coordinating or supervising the programmatic activities. Over 50 percent of the staff indicated that teachers were responsible for coordinating the programmatic activity, "Christmas and Spring music programs and "articles in the local newspaper." The staff also reported with 50 percent agreement or more that the I & R Unit was responsible for coordinating "parent-teacher conferences," and "progress reports." Seventy-one percent of the staff indicated that the principal was responsible for coordinating "parent questionnaires or surveys." Finally, 67 percent of the staff reported that the parent advisory board was responsible for coordinating the "parent advisory board." Table 38 reports the mean percentage of the responsibility for coordinating or supervising all the programmatic activities in the following rank order:

TABLE 38

MEAN PERCENTAGE OF RESPONSIBILITY FOR COORDINATING OR SUPERVISING ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE STAFF

Role	Percentage
1. Teachers	26
2. I & R Unit	17
3. Principal	15
4. Other Parent Group	10
5. Parent Advisory Board	9
6. Other	5
7. Unit Leader	4
8. Superintendent-Central Office	2
9. SPC	2
10. IIC	2
11. No one	2
12. Board of Education	.4

TABLE 37

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN COORDINATING OR SUPERVISING THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY THE STAFF

	N=24											
Programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO	4		4	25					8	46		
Parent-teacher conferences					4	21	63	8			4	
Volunteer aide program				13		17	13	13	8	21		8
Christmas and Spring music programs				4	4		4	83				
Parent advisory board			4	17					67	4		
School newsletter				13					13	38		33
Positive cards, calls and notes				4			13	75			4	4
Use of community resource people				8	4	4	38	38			4	
Parent questionnaires or surveys		8	8	71			4	4		4		
Articles in local newspaper		17		8			4	50			13	
Progress report				4	8	4	50	17				13

Table 39 reports the data regarding the responsibility for coordinating or supervising the programmatic activities. Only 46 percent of the parents indicated that the principal had the responsibility for coordinating "parent questionnaires or surveys." Table 40 reports the mean percentage of the responsbility for coordinating or supervising all the programmatic activities in the following rank order:

TABLE 40

MEAN PERCENTAGE OF RESPONSIBILITY FOR COORDINATING OR SUPERVISING ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE PARENTS

Role	Percentage
1. Principal	23
2. Unit Leader	12
3. Teachers	11
4. I & R Unit	10
5. Parent Advisory Board	8
6. Other Parent Group	8
7. Other	4
8. Board of Education	.7
9. SPC	.7
10. IIC	.7
11. No one	.7
12. Superintendent-Central Office	.9

Table 41 reports the data regarding the responsibility for coordinating or supervising the programmatic activities. Over 50 percent of the nonparents indicated that the principal was responsible for coordinating "parent-teacher conferences," the "volunteer aide program," "parent advisory board," "parent questionnaires or surveys," and "articles in the local newspaper."

Table 42 reports the mean percentage of the responsibility for coordinating or supervising all the programmatic activities in the

TABLE 39

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN COORDINATING OR SUPERVISING THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY THE PARENTS

Programmatic activities	N=41											
	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO	2			24			2	5	17	29		2
Parent-teacher conferences		2		20		32	22	12				
Volunteer aide program	2			17		15	10	5	5	22		7
Christmas and Spring music programs				15		24	15	24				2
Parent advisory board	2		5	20				2	42	2	2	5
School newsletter				12	2	7	10	2	12	24		12
Positive cards, calls and notes			2	17	2	15	10	27		2		
Use of community resource people				20		15	15	20				2
Parent questionnaires or surveys		5		46	2	5	2		12		2	2
Articles in local newspaper		2		44		2	2	5	2	2	2	10
Progress report				17		20	20	20				

TABLE 41

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN COORDINATING OR SUPERVISING THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY NONPARENTS

Programmatic activities	N=30											
	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO		7	7	20				7	20	37		
Parent-teacher conferences				60	7	17	7	10				
Volunteer aide program		7		50	10	7	10	10			3	
Christmas and Spring music programs			3	27	17	3	7	40			3	
Parent advisory board	3	10	3	50					27	3		
School newsletter		7		40		3	10	10		13		3
Positive cards, calls and notes				37	7	7	20	13				3
Use of community resource people			7	27	20	10	17	13				
Parent questionnaires or surveys	3	10	10	53	7							
Articles in local newspaper		3		63		3	3	3			10	3
Progress report				33	10	20	10	7				

following rank order:

TABLE 42

MEAN PERCENTAGE OF RESPONSIBILITY FOR COORDINATING OR SUPERVISING ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE NONPARENTS

Role	Percentage
1. Principal	42
2. Teachers	10
3. I & R Unit	8
4. IIC	7
5. Unit Leader	6
6. Other Parent Group	6
7. Superintendent-Central Office	4
8. Parent Advisory Board	4
9. SPC	3
10. No one	2
11. Board of Education	.6
12. Other	.9

Table 43 reports the data regarding the responsibility for assessing or evaluating the programmatic activities. Six cells received 50 percent or more agreement as to whom is responsible for evaluating the programmatic activities as perceived by the staff. The staff indicated 50 percent agreement or more that the I & R Unit was responsible for evaluating "parent-teacher conferences," and the "volunteer aide program" as programmatic activities. The staff then indicated with over 50 percent agreement that the teachers were responsible for evaluating the programmatic activity, "Christmas and Spring music programs." Finally, over half the staff reported that the parent advisory board was responsible for evaluating the "parent advisory board." Table 44 reports the mean percentage of the responsibility for assessing and evaluating all the programmatic activities in the following rank order:

TABLE 43

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN ASSESSING OR EVALUATING THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY THE STAFF

	N=24											
Programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO			4	8					17	38	13	8
Parent-teacher conferences					8		67	4		4		17
Volunteer aide program				13	4		50	17		4		4
Christmas and Spring music programs					17		4	63			8	4
Parent advisory board		4	8	8					58	4	4	
School newsletter				4	8		4		8	21	13	33
Positive cards, calls and notes				4	8		13	58			8	8
Use of community resource people				4	4		54	25			8	
Parent questionnaires or surveys		4	8	33	17		13	4	8			8
Articles in local newspaper		17	4		4		8	33			21	4
Progress report			8		13	4	29	13				29

TABLE 44

MEAN PERCENTAGE OF RESPONSIBILITY FOR ASSESSING OR EVALUATING ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE STAFF

	Role	Percentage
1.	Teachers	27
2.	I & R Unit	22
3.	Other	11
4.	IIC	8
5.	Parent Advisory Board	8
6.	Principal	7
7.	No one	7
8.	Other Parent Group	6
9.	SPC	3
10.	Superintendent-Central Office	2
11.	Unit Leader	.4
12.	Board of Education	0

Table 45 reports the data regarding the responsibility for assessing or evaluating the programmatic activities as perceived by the parents. The parents indicated with 32 percent agreement that the principal was responsible for evaluating the "volunteer aide program," and "articles in the local newspaper." Table 46 reports the mean percentage of the responsibility for assessing and evaluating all the programmatic activities in the following rank order:

Table 47 reports the data regarding the responsibility for assessing or evaluating the programmatic activities as perceived by the nonparents. Over 50 percent of the nonparents indicated that the principal was responsible for evaluating the "volunteer aide program," and the "Christmas and Spring music programs." Table 48 reports the mean percentage of the responsibility for assessing and evaluating all the programmatic activities in the following rank order:

TABLE 45

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN ASSESSING OR EVALUATING THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY PARENTS

	N=41											
Programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO	2			10		2		5	20	24	7	10
Parent-teacher conferences	2	2		17	2	12	22	10	5	2	7	2
Volunteer aide program	2			32	7	5	15	2		7	5	5
Christmas and Spring music programs				20		12	10	17	2	5	2	10
Parent advisory board	12	2		15				2	20	7	7	7
School newsletter				27	2	2			10	22	5	12
Positive cards, calls and notes		2		22	2	5	10	24		2	2	2
Use of community resource people			2	22		5	20	15		2	2	2
Parent questionnaires or surveys		2	5	29	7	5	5	2	10		5	7
Articles in local newspaper		7		32	2		5	5	5	5	5	7
Progress report				17	5	7	17	17	2	2	2	2

TABLE 47

PERCENTAGE OF ROLE INCUMBENTS' RESPONSIBILITIES IN ASSESSING OR EVALUATING THE PROGRAMMATIC ACTIVITIES IN THE HOME-SCHOOL-COMMUNITY RELATIONS PROGRAM AS PERCEIVED BY NONPARENTS

	N=30											
Programmatic activities	Board of education	Superintendent	SPC	Principal	IIC	Unit leader	I & R unit	Teacher	Parent advisory board	Other parent group	No one	Other
PTO		7	23	27			3	3	10	17	3	7
Parent-teacher conferences			3	47	17	3	7	3	17			3
Volunteer aide program			3	50	7		13	10	10		3	
Christmas and Spring music programs			3	57	13	3		7	7			10
Parent advisory board	27	17	7	17					27	3		
School newsletter		3		33	3	3	10	3	13	7		10
Positive cards, calls and notes			3	20	30		13	10	10			
Use of community resource people			10	27	33		3	20				
Parent questionnaires or surveys	3	20	10	23	17				10			
Articles in local newspaper	3	10		33	10		3	7	10		13	
Progress report		3		27	17	7	10		10	3		3

TABLE 46

MEAN PERCENTAGE OF RESPONSIBILITY FOR ASSESSING OR EVALUATING ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY THE PARENTS

Role	Percentage
1. Principal	22
2. I & R Unit	9
3. Teachers	9
4. Parent Advisory Board	7
5. Other Parent Group	7
6. Other	6
7. Unit Leader	5
8. No one	5
9. IIC	3
10. Board of Education	2
11. Superintendent-Central Office	2
12. SPC	.7

TABLE 48

MEAN PERCENTAGE OF RESPONSIBILITY FOR ASSESSING OR EVALUATING ALL PROGRAMMATIC ACTIVITIES AS PERCEIVED BY NONPARENTS

Role	Percentage
1. Principal	33
2. IIC	13
3. Parent Advisory Board	11
4. SPC	6
5. I & R Unit	6
6. Teachers	6
7. Superintendent-Central Office	5
8. Board of Education	3
9. Other Parent Group	3
10. Other	3
11. Unit Leader	2
12. No one	2

Research Question 5:

What is the relationship between the importance of the programmatic and nonprogrammatic activities and the control functions as perceived by staff, parents, and nonparents?

PROGRAM DSTAT2, a descriptive statistics and correlation program in the STATJOB series of programs available at the Madison Academic Computing Center, was used for determining the product moment correlation between the variables. Wetterstrand (1973, p. 4-2) defined the Product Moment Correlation Matrix as:

$$r_{ij} = \frac{m_{ij}}{\sqrt{m_{ii}m_{jj}}}.$$

For testing the significance of the correlation coefficient, Fisher's Z-transformation was used. Wetterstrand (1973, p. 4-3) defined the Fisher's Z-transformation as:

$$Z_{jk} = \frac{\sqrt{N - 3}}{2} \cdot \log_e\left(\frac{1 + r_{jk}}{1 - r_{jk}}\right)$$

As r_{jk} approaches ± 1, Z_{jk} approaches ± 00 . . .. The Z-transformation is distributed asymptotically as the normal distribution with mean zero and variance one. Corresponding to each value of Z_{jk} is a significance test probability, which is the probability that a unit normal variate is greater than $[Z_{jk}]$. If this test probability is less than a given level of significance, the corresponding correlation is significantly different from zero at the given significance level.

Table 49 reports the data regarding the correlations between the importance of the nonprogrammatic activities and the control functions. The highest correlation, $\underline{r} = -.360$, was reported by the staff between importance and "the staff works well together. planning activities for children," as a control function of conducting. The lowest correlation,

TABLE 49

CORRELATIONS BETWEEN THE IMPORTANCE OF THE NONPROGRAMMATIC ACTIVITIES AND THE CONTROL FUNCTION AS PERCEIVED BY THE STAFF, PARENTS, AND NONPARENTS

	Staff N-24					Importance Parents N=41					Nonparents N=30				
	Deciding	Planning	Conducting	Coordinating	Evaluating	Deciding	Planning	Conducting	Coordinating	Evaluating	Deciding	Planning	Conducting	Coordinating	Evaluating
Parent visits to the school			.293					.261					-.065		
Students' enthusiasm in school activities			-.121					-.150					.068		
School facilities serve as a community resource			.264					-.059					-.154		
Staff generates a feeling of warmth			.071					-.124					.025		
Parents demonstrate support for the school			.031					.065					.113		
Staff generates a positive atmosphere			.060					.176					.199		
Principal and staff response to parent calls			.087					.226					.240		
Parents have access to staff			.609					.102					.170		
Staff generates rapport between themselves and parents			.171					-.221					.015		
Staff works well together planning activities for children			-.360					.122					.155		

r =+.015, was reported by nonparents between importance and the activity, "the staff generates rapport between themselves and parents," as a control function of conducting. Table 50 reports the mean correlations between the importance of the nonprogrammatic activities and the control function of conducting.

TABLE 50

MEAN CORRELATIONS BETWEEN THE IMPORTANCE OF THE NONPROGRAMMATIC ACTIVITIES AND CONTROL FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Control Function	Staff	Parents	Nonparents
Conducting	r = +.120	r = +.041	r = +.077

Table 51 reports the data regarding the correlations between the importance of the programmatic activities and the control functions. The activity, "volunteer aide program," was reported to have the highest correlation, r = −.537, by the nonparents between importance and the control function of evaluation. The "PTO" was found to have the lowest correlation, r = −.001, by parents between the importance and the control function of evaluation. Table 52 reports the mean correlation between the importance of the programmatic activities and the control functions:

Research Question 6:

> What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the control functions as perceived by staff, parents, and nonparents?

TABLE 51

CORRELATIONS BETWEEN THE IMPORTANCE OF THE PROGRAMMATIC ACTIVITIES AND THE CONTROL FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Staff N=24					Importance Parents N=41					Nonparents N=30				
	Deciding	Planning	Conducting	Coordinating	Evaluating	Deciding	Planning	Conducting	Coordinating	Evaluating	Deciding	Planning	Conducting	Coordinating	Evaluating
PTO	.197	-.103	.170	-.404	-.294	.319	.233	-.058	.262	-.002	-.179	-.094	.034	.005	.007
Parent-teacher conferences	.146	-.232	.187	.070	-.535	-.034	.390	.203	.270	.040	.060	.243	.325	.051	-.134
Volunteer aide program	.298	.363	.067	.049	-.170	-.154	-.182	.065	.186	-.092	-.005	-.170	.019	-.208	-.537
Christmas and Spring Music Programs	.117	.030	.058	-.042	-.398	-.051	-.080	-.085	.091	-.311	.138	-.126	.014	.031	-.227
Parent Advisory Board	-.162	-.157	-.317	-.249	-.210	-.058	.237	.110	-.072	-.009	-.188	-.192	-.388	-.392	-.026
School newsletter	-.202	-.149	-.182	-.325	.063	.252	.249	.311	.112	.089	.161	-.082	.267	.099	.476
Positive cards, calls, and notes	-.006	.086	.086	.036	.159	-.078	.002	.507	.073	.030	.176	.226	.154	.111	.020
Use of community resource people	.299	.307	.124	.156	.174	.142	.157	.284	.124	-.034	.234	.159	.152	.100	-.016
Parent questionnaires or surveys	.372	.277	.367	.132	.002	.085	.139	.048	.060	.078	.291	.187	.115	.294	.311
Articles in local newspaper	.298	.334	.192	.277	.336	.020	.101	.086	.134	.147	.270	.014	.063	-.065	.137
Progress report	-.285	-.003	-.150	.004	-.188	.013	.118	.266	-.022	.070	.114	-.262	.302	.156	-.268

TABLE 52

MEAN CORRELATIONS BETWEEN THE IMPORTANCE OF THE PROGRAMMATIC ACTIVITIES AND CONTROL FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Control Functions	Staff	Parents	Nonparents
Deciding	.074	.027	.099
Planning	.072	.102	-.009
Conducting	.056	.164	.097
Coordinating	-.030	.112	.014
Evaluating	-.104	-.014	-.029

Table 53 reports the data regarding the correlations between the effectiveness of the nonprogrammatic activities and the control functions. Only two cells showed correlations above $r = +.5$ which in both cases was reported by the staff. A moderate correlation as perceived by the staff, $r = +.584$, was found between the control function of conducting and importance for the activity, "parents' visits to the school."

The reported correlation for the nonprogrammatic activity was found to be significant at $p = .002$ level. Table 54 reports the mean correlations between the effectiveness of the nonprogrammatic activities and the control function of conducting.

TABLE 53

CORRELATIONS BETWEEN THE EFFECTIVENESS OF THE NONPROGRAMMATIC ACTIVITIES AND THE CONTROL FUNCTION AS PERCEIVED BY THE STAFF, PARENTS, AND NONPARENTS

	Effectiveness														
	Staff N=24					Parents N=41					Nonparents N=30				
	Deciding	Planning	Conducting	Coordinating	Evaluating	Deciding	Planning	Conducting	Coordinating	Evaluating	Deciding	Planning	Conducting	Coordinating	Evaluating
Parent visits to the school			.584					.331					.215		
Students' enthusiasm in school activities			-.101					-.037					.037		
School facilities serve as a community resource			.282					-.118					-.257		
Staff generates a feeling of warmth			-.145					-.276					.307		
Parents demonstrate support for the school			-.041					-.021					-.268		
Staff generates a positive atmosphere			-.392					-.058					.321		
Principal and staff response to parent calls			-.100					-.058					-.069		
Parents have access to staff			.593					-.098					.272		
Staff generates rapport between themselves and parents			-.064					-.148					.198		
Staff works well together planning activities for children			-.162					.193					.332		

TABLE 54

MEAN CORRELATIONS BETWEEN THE EFFECTIVENESS OF THE NONPROGRAMMATIC ACTIVITIES AND THE CONTROL FUNCTION OF CONDUCTING AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Effectiveness		
Control Function	Staff	Parents	Nonparents
Conducting	.061	-.028	.112

Table 55 reports the data regarding the correlations between the effectiveness of the programmatic activities and the control functions. A moderately negative correlation, $\underline{r} = -.495$, was reported by the staff for the activity, "parent-teacher conferences," in relationship to effectiveness and the control function of deciding. The one positive correlation, $\underline{r}$ +.5, was reported by the nonparents for the activity, "parent questionnaires or surveys," in relationship to effectiveness and the control function of deciding. Table 56 reports the mean correlations between the effectiveness of the programmatic activities and the control functions.

Research Question 7:

> What is the relationship between the importance of the programmatic and nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents?

TABLE 55

CORRELATIONS BETWEEN THE EFFECTIVENESS OF THE PROGRAMMATIC ACTIVITIES AND THE CONTROL FUNCTIONS AS PERCEIVED BY THE STAFF, PARENTS, AND NONPARENTS

	Effectiveness														
	Staff N=24					Parents N=41					Nonparents N=30				
	Deciding	Planning	Conducting	Coordinating	Evaluating	Deciding	Planning	Conducting	Coordinating	Evaluating	Deciding	Planning	Conducting	Coordinating	Evaluating
PTO	.303	-.351	-.179	-.076	-.407	.017	.069	.001	.098	.032	.040	.111	-.050	.054	.302
Parent-teacher conferences	-.232	-.228	.325	.095	-.495	-.125	.324	.391	.124	-.061	.124	-.071	.359	.342	-.306
Volunteer aide program	.032	.230	-.144	-.069	-.015	-.082	-.222	.163	.343	-.131	-.014	-.331	.033	-.198	-.446
Christmas and Spring Music Programs	.329	-.172	-.174	-.252	-.235	-.203	-.317	-.248	.024	-.163	.130	-.188	-.042	-.140	-.351
Parent advisory board	-.136	-.285	-.422	-.272	-.024	.103	.064	.187	-.037	.127	-.054	-.242	-.300	-.168	-.038
School newsletter	-.033	-.159	-.194	-.144	.067	.183	.140	.222	.032	-.174	-.058	-.178	.079	-.069	.389
Positive cards, calls, and notes	-.510	-.523	-.523	-.533	.088	-.130	-.043	.185	.139	.142	.066	.196	-.055	.206	.126
Use of community resource people	-.068	-.001	-.481	-.316	-.426	.335	.415	.450	.308	.108	.293	.213	.167	.055	-.118
Parent questionnaires or surveys	.235	.375	.240	.364	-.016	.207	.079	.209	.235	.120	.533	.458	.419	.199	.474
Articles in local newspaper	.114	.190	.107	.214	.074	.009	.011	.053	.021	.212	-.055	-.083	-.159	-.027	.016
Progress report	-.185	-.181	-.152	.032	-.370	-.033	.091	.123	-.095	.133	.326	-.251	-.034	.243	-.206

TABLE 56

MEAN CORRELATIONS BETWEEN THE EFFECTIVENESS OF THE PROGRAMMATIC ACTIVITIES AND THE CONTROL FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Effectiveness		
Control Functions	Staff	Parents	Nonparents
Deciding	-.017	.027	.128
Planning	-.106	.058	-.032
Conducting	-.155	.172	-.041
Coordinating	-.093	.111	.047
Evaluating	-.185	.032	-.013

Table 57 reports the data regarding the correlations between the importance of the nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents. Four cells were found to have moderate correlations at r = .6 level. The activity, "parents demonstrate support for the school," was reported by the staff as having a moderate relationship between the importance of the activity and the operating function of analysis. The staff also reported a moderate relationship between importance and the operating function of resolution for the activity, "principal and staff response to parent calls." Parents reported moderate correlations for the activity, "the staff works well together in planning activities for children," between the importance of the activity and the operating functions of analysis and involvement.

TABLE 57

CORRELATIONS BETWEEN THE IMPORTANCE OF THE NONPROGRAMMATIC ACTIVITIES AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Operating Functions	Importance											
	Staff N=24				Parents N=41				Nonparents N=30			
Non-Programmatic Activities	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
Parent visits to the school	.133	.291	.284	.035	.429	.307	.398	.264	.576	.380	.283	.226
Students' enthusiasm in school activities	.198	.340	.354	.168	.004	.065	.002	-.179	.037	-.034	.113	.113
School facilities serve as a community resource	.519	.487	.483	.391	.166	.257	.154	.127	.161	.080	.274	.313
Staff generates a feeling of warmth	.332	.265	.398	.324	.060	.150	.137	.334	.207	.087	.232	.274
Parents demonstrate support for the school	.685	.344	.587	.438	.390	.426	.347	.357	.323	.033	.262	.149
Staff generates a positive atmosphere	.229	.253	.204	.194	.367	.467	.467	.517	.328	.381	.499	.464
Principal and staff response to parent calls	.648	.298	.345	.656	.234	.132	.112	.270	.413	.201	.297	.231
Parents have access to staff	.369	.428	.344	.580	.263	.104	.083	.158	.462	.358	.568	.009
Staff generates rapport between themselves and parents	.466	.658	.592	.361	.601	.497	.600	.635	.361	.380	.152	-.197
Staff works well together planning activities for children	.214	.479	.261	.279	.526	.536	.537	.442	.333	.176	.352	.310

Table 58 reports the mean correlations between the importance of the nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents.

TABLE 58

MEAN CORRELATIONS BETWEEN THE IMPORTANCE OF THE NONPROGRAMMATIC ACTIVITIES AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Operating Functions	Importance Staff	Parents	Nonparents
Analysis	.398	.316	.328
Communication	.393	.304	.209
Involvement	.393	.298	.310
Resolution	.357	.307	.194

Table 59 reports the data regarding the correlations between the importance of the programmatic activities and the operating functions as perceived by staff, parents, and nonparents. Two cells were found to show strong relationships. According to Marascuilo (1971, p. 433), a strong correlation exists for correlations of r = ±.7 or higher in behavioral research. For the activity, "parent advisory board," parents indicated a correlation, r = +.702, between importance of the activity and the operating function of analysis. Nonparents indicated a moderate correlation, r = +.623, between importance of the activity and the operating function of resolution regarding the "parent advisory board."

TABLE 59

CORRELATION BETWEEN THE IMPORTANCE OF THE PROGRAMMATIC ACTIVITIES AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Operating Functions	Importance											
	Staff N=24				Parents N=41				Nonparents N=30			
Progammatic Activities	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
PTO	.088	.234	.343	-.017	.458	.393	.204	.370	.472	.480	.154	.418
Parent-teacher conferences	.503	.275	.584	.431	.432	.494	.379	.426	.233	.403	.034	.146
Volunteer aide program	.678	.564	.561	.461	.440	.316	.486	.350	.621	.594	.545	.514
Christmas and Spring music programs	.089	.254	.369	.167	.153	.531	.255	.111	.475	.389	.559	.522
Parent advisory board	.440	.447	.355	.253	.702*	.474	.671	.572	.576	.498	.422	.623
School newsletter	.139	.522	.292	.162	.186	.352	.315	.215	.289	.300	.298	.300
Positive cards, calls and notes	.430	.286	.190	.456	.208	.556	.417	.473	.322	.323	.483	.429
Use of community resource people	.356	.308	.180	.330	.125	.128	.037	-.126	.574	.632	.708*	.104
Parent questionnaires or surveys	.125	.405	.101	.322	.395	.342	.492	.362	.480	.478	.468	.493
Articles in local newspaper	.507	.397	.277	.210	.172	.431	.205	.200	.269	.267	.304	.275
Progress report	.320	.214	-.064	.025	.303	.523	.216	.133	.114	.282	.264	.141

*Significant at r <.001

Table 60 reports the mean correlations between the importance of the programmatic activities and the operating functions:

TABLE 60

MEAN CORRELATIONS BETWEEN THE IMPORTANCE OF THE PROGRAMMATIC ACTIVITIES AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Importance		
Operating Functions	Staff	Parents	Nonparents
Analysis	.350	.339	.414
Communication	.361	.419	.431
Involvement	.301	.347	.402
Resolution	.261	.291	.348

Research Question 8:

> What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents?

Table 61 reports the data regarding the correlations between the effectiveness of the nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents. Ten cells were found to show strong correlations of r = ±.7 or higher. The highest correlation, r = +.811, was indicated by the staff between the importance of the activity, "the staff generates rapport between themselves and parents," and the operating function of communication. The ten correlations at r = ±.7 or higher were found to be significant at less than the .001 level. Table 62 reports the mean correlation between the

TABLE 61

CORRELATION BETWEEN THE EFFECTIVENESS OF THE NONPROGRAMMATIC ACTIVITIES AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Operating Functions / Non-Programmatic Activities	Staff N=24				Parents N=41				Nonparents N=30			
	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
Parent visits to the school	.150	.468	.539	.273	.413	.461	.323	.471	.228	.261	.297	.323
Students' enthusiasm in school activities	.263	.452	.527	.536	.128	.324	.450	.194	.204	.497	.197	.123
School facilities serve as a community resource	.619	.577	.627	.602	.026	.281	-.112	.120	.234	.341	.403	.329
Staff generates a feeling of warmth	.266	.202	.226	.311	.459	.608	.518	.714*	.454	.450	.362	.389
Parents demonstrate support for the school	.748*	.605	.756*	.542	.142	.397	.252	.420	.114	.249	.600	.376
Staff generates a positive atmosphere	.685	.701*	.720*	.783*	.395	.649	.492	.087	.259	.329	.706*	.688
Principal and staff response to parent calls	.632	.344	.376	.695	.613	.612	.352	.677	.195	.314	.160	.245
Parents have access to staff	.350	.555	.294	.495	.488	.458	.247	.473	.360	.620	.456	.441
Staff generates rapport between themselves and parents	.583	.811*	.728	.598	.601	.497	.600	.635	.231	.292	.321	.458
Staff works well together planning activities for children	.464	.778	.613	.649	.557	.594	.622	.548	.408	.160	.224	.375

*Significant at r <.001

effectiveness of the nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents:

TABLE 62

MEAN CORRELATIONS BETWEEN THE EFFECTIVENESS OF THE NONPROGRAMMATIC ACTIVITIES AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Operating Functions	Effectiveness Staff	Parents	Nonparents
Analysis	.501	.399	.272
Communication	.577	.498	.359
Involvement	.565	.390	.388
Resolution	.566	.459	.385

Table 63 reports the data regarding the correlations between the effectiveness of the programmatic activities and the operating functions as perceived by staff, parents, and nonparents. Ten cells were found to show strong correlations of $\underline{r} = \pm.7$ or higher. The highest correlation, r = +.776, was indicated by the staff and nonparents. The staff indicated a strong relationship between the effectiveness of the activity, "parent advisory board," and the operating function of resolution. The nonparents indicated a strong relationship between the effectiveness of the activity, "volunteer aide program," and the operating function of involvement. Table 64 reports the mean correlations between the effectiveness of the programmatic activities and the operating functions as

TABLE 63

CORRELATION BETWEEN THE EFFECTIVENESS OF THE PROGRAMMATIC ACTIVITIES AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Operating Functions / Programmatic Activities	Staff N=24				Parents N=41				Nonparents N=30			
	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
PTO	.525	.577	.347	.462	.613	.443	.392	.547	.389	.571	.285	.515
Parent-teacher concerences	.516	.436	.735*	.507	.472	.625	.401	.602	.049	.494	.247	.383
Volunteer aide program	.656	.522	.524	.443	.447	.354	.496	.359	.723*	.692	.776*	.599
Christmas and Spring music programs	.381	.420	.559	.459	.034	.315	.198	.025	.411	.481	.676	.456
Parent advisory board	.714*	.719*	.650	.776*	.737*	.566	.743*	.723*	.661	.550	.497	.638
School newsletter	.243	.545	.382	.297	.241	.554	.359	.284	.151	.376	.512	.163
Positive cards, calls and notes	.029	.102	.181	.330	.048	.364	.426	.319	.528	.365	.453	.383
Use of community resource people	.625	.583	.679	.697	.060	.121	.220	-.096	.653	.557	.656	.281
Parent questionnaires or surveys	.202	.479	.493	.560	.415	.206	.500	.526	.662	.531	.413	.359
Articles in local newspaper	.549	.489	.482	.439	.411	.520	.364	.410	.295	.512	.354	.266
Progress report	.278	.036	.241	.306	.359	.729*	.181	.126	-.019	.292	.270	-.030

*Significant at r <.001

perceived by staff, parents, and nonparents:

TABLE 64

MEAN CORRELATIONS BETWEEN THE EFFECTIVENESS OF THE PROGRAMMATIC ACTIVITIES AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Effectiveness		
Operating Functions	Staff	Parents	Nonparents
Analysis	.452	.372	.441
Communication	.464	.454	.500
Involvement	.498	.404	.488
Resolution	.497	.372	.379

Research Question 9:

> What is the relationship between the importance of the programmatic and nonprogrammatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents?

Table 65 reports the data regarding the correlations between the importance of the nonprogrammatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents. The highest correlation, $\underline{r} = +.765$, was indicated by the parents for the relationship between the importance of the activity, "the staff works well together in planning activities for children," and the primary interaction pattern between the school and the home. Table 66 reports the mean correlation between the importance of the nonprogrammatic activities and the primary interaction patterns:

TABLE 65

CORRELATIONS BETWEEN IMPORTANCE OF THE NONPROGRAMMATIC ACTIVITIES AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns	Importance											
	Staff N=24				Parents N=41				Nonparents N=30			
Non-Programmatic Activities	School and child	School and home	School and attendance area	School and total school District	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
Parent visits to the school	.089	.344	.095	-.255	.531	.638	.302	.236	.342	.244	.277	.306
Students' enthusiasm in school activities	.446	.388	.296	.128	-.106	-.094	.273	.035	.326	.328	.219	.183
School facilities serve as a community resource	.334	.385	.534	.389	.259	.416	.378	.246	.368	.511	.350	.125
Staff generates a feeling of warmth	.327	.307	.642	.389	.284	.435	.346	.330	.218	.455	.355	.316
Parents demonstrate support for the school	.405	.426	.634	.486	.156	.363	.250	.295	.173	.069	.260	.251
Staff generates a positive atmosphere	.123	.000	.329	.384	.503	.451	.444	.342	.462	.572	.558	.477
Principal and staff response to parent calls	.412	.410	.572	.409	.252	.346	-.033	.001	.329	.228	.186	-.118
Parents have access to staff	.766*	.698	.604	.582	.361	.327	.484	.348	.656	.526	.422	.265
Staff generates rapport between themselves and parents	.342	.579	.653	.455	.360	.431	.340	.275	.210	.128	.234	.154
Staff works well together planning activities for children	.587	.662	.392	.405	.627	.765*	.398	.247	-.108	.152	.144	.432

*Significant at r <.001

TABLE 66

MEAN CORRELATIONS BETWEEN THE IMPORTANCE OF THE NONPROGRAMMATIC ACTIVITIES AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Importance		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	.399	.337	.331
School and Home	.449	.431	.333
School and Attendance Area	.492	.323	.306
School and Total School District	.349	.238	.245

Table 67 reports the data regarding the correlations between the importance of the programmatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents. Seven cells were found with correlations of $\underline{r} = \underline{+}.7$ or higher as reported by the parents and nonparents. No significant correlations were indicated by the staff. Table 68 reports the mean correlation between the importance of the programmatic activities and the primary interaction patterns. All of the correlations reported at .7 or higher were found to be significant at least than the .001 level.

Research Question 10:

> What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents?

TABLE 67

CORRELATIONS BETWEEN IMPORTANCE OF THE PROGRAMMATIC ACTIVITIES AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns / Programmatic Activities	Importance Staff N=24				Parents N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	-.048	.083	.533	.304	.279	.348	.375	.476	.111	.275	.379	.474
Parent-teacher conferences	.237	.676	.375	.448	.269	.371	.269	.132	.348	.461	.094	.286
Volunteer aide program	.662	.521	.440	.532	.505	.521	.388	.124	.523	.680	.631	.288
Christmas and Spring music programs	.072	.446	.429	.464	.513	.716*	.707*	.301	.442	.679	.419	.357
Parent advisory board	.412	.571	.585	.233	.416	.709*	.568	.512	.331	.419	.668	.521
School newsletter	.429	.620	.323	.492	.416	.481	.250	.095	.271	.722*	.660	.399
Positive cards, calls and notes	.218	.069	.146	.330	.580	.671	.204	.045	.248	.233	.252	.198
Use of community resource people	.301	.291	.429	.409	.346	.162	.027	.171	.492	.823*	.735*	.665
Parent questionnaires or surveys	.086	.559	.238	.016	.267	.659	.181	.125	.454	.372	.146	.066
Articles in local newspaper	.580	.583	.667	.674	.347	.360	.232	.018	.253	.348	.189	.178
Progress report	.208	.327	.368	.494	.419	.748*	.306	.058	.539	.490	.293	.342

*Significant at r <.001

TABLE 68

MEAN CORRELATIONS BETWEEN THE IMPORTANCE OF THE PROGRAMMATIC ACTIVITIES AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patteren	Importance Staff	Parents	Nonparents
School and Child	.304	.401	.372
School and Home	.451	.547	.530
School and Attendance Area	.423	.335	.435
School and Total School District	.412	.194	.375

Table 69 reports the data regarding the correlations between the effectiveness of the nonprogrammatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents. Eight cells were found to have correlations of r = .7 or higher. The highest correlation, r = +.912, was indicated by the parents for the relationship between the effectiveness of the activity, "the staff works well together in planning activities for children," and the intended interaction between the school and the home. No strong correlations were indicated by the nonparents. Table 70 reports the mean correlation between the effectiveness of the nonprogrammatic activities and the primary interaction patterns.

TABLE 69

CORRELATIONS BETWEEN EFFECTIVENESS OF THE NONPROGRAMMATIC ACTIVITIES AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns	Staff N =24				Effectiveness Parents N=41				Nonparents N=30			
Non-Programmatic Activities	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
Parent visits to the school	.384	.349	.323	.052	.504	.590	.259	.131	.346	.574	.403	.156
Students' enthusiasm in school activities	.395	.474	.349	.170	.344	.436	.472	.327	.409	.645	.201	.312
School facilities serve as a community resource	.492	.703*	.712*	.474	.269	.506	.317	.307	.403	.594	.338	.416
Staff generates a feeling of warmth	.509	.535	.422	.238	.607	.774*	.569	.656	.437	.630	.358	.349
Parents demonstrate support for the school	.716*	.810*	.577	.537	.394	.548	.450	.362	.202	.476	-.225	-.318
Staff generates a positive atmosphere	.553	.600	.689	.616	.533	.672	.494	.443	.348	.446	.483	.612
Principal and staff response to parent calls	.556	.723*	.610	.453	.623	.661	.479	.408	.220	.140	.378	.017
Parents have access to staff	.693	.566	.516	.546	.638	.772*	.614	.410	.423	.567	.280	.189
Staff generates rapport between themselves and parents	.460	.672	.533	.453	.521	.649	.475	.372	.312	.619	.469	.405
Staff works well together planning activities for children	.374	.628	.310	.573	.698	.912*	.513	.337	.400	.542	.391	.558

*Significant at r <.001

TABLE 70

MEAN CORRELATIONS BETWEEN THE EFFECTIVENESS OF THE NONPROGRAMMATIC ACTIVITIES AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Effectiveness		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	.524	.525	.352
School and Home	.622	.680	.534
School and Attendance Area	.518	.470	.315
School and Total School District	.425	.383	.286

All of the correlations reported at $r = +.7$ or higher were found to be significant at less than the .001 level.

Table 71 reports the data regarding the correlations between the effectiveness of the programmatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents. Twenty-three cells were found with correlations of $r = +.7$ or higher. The highest correlation $r = +.877$ was indicated by the staff for the relationship between the effectiveness of the activity, "articles in the local newspaper," and the intended interaction between the school and attendance area. Table 72 reports the mean correlation between the effectiveness of the programmatic activities and the primary interaction patterns.

TABLE 72

MEAN CORRELATIONS BETWEEN THE EFFECTIVENESS OF THE PROGRAMMATIC ACTIVITIES AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Effectiveness		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	.532	.496	.422
School and Home	.719	.610	.611
School and Attendance Area	.574	.413	.600
School and Total School District	.532	.268	.479

All of the correlations reported at r = +.7 or higher were found to be significant at less than the .001 level.

Research Question 11:

> What is the relationship between the importance and effectiveness for each of the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

Table 73 reports the data regarding the correlations between the importance and effectiveness for each of the nonprogrammatic activities as perceived by the staff, parents, and nonparents. Four cells were found with correlations of r = +.7 or higher. The highest correlation r = .754, was indicated by the staff for the relationship between the importance of the activity, "principal and staff response to parent calls," and the effectiveness of the activity. No strong correlations on this item were indicated by the nonparents. Table 74 reports

TABLE 73

CORRELATIONS BETWEEN IMPORTANCE AND EFFECTIVENESS FOR EACH OF THE NONPROGRAMMATIC ACTIVITIES

Effectiveness	Importance		
Non-Programmatic Activities	Staff N=24	Parents N=41	Nonparents N=30
Parent visits to the school	.463	.494	.133
Students' enthusiasm in school activities	.687	.295	.246
School facilities serve as a community resource	.688	.511	.462
Staff generates a feeling of warmth	.627	.467	.262
Parents demonstrate support for the school	.529	.482	.245
Staff generates a positive atmosphere	.449	.450	.597
Principal and staff response to parent calls	.756*	.436	.537
Parents have access to staff	.815*	.534	.409
Staff generates rapport between themselves and parents	.804*	.456	.249
Staff works well together planning activities for children	.591	.777*	.515

*Significant at r <.001

the mean correlation between the importance and effectiveness of the nonprogrammatic activities.

TABLE 74

MEAN CORRELATIONS BETWEEN IMPORTANCE AND EFFECTIVENESS FOR EACH OF THE NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Importance		
	Staff	Parents	Nonparents
Effectiveness	.644	.502	.376

Table 75 reports the data regarding the correlations between the importance and effectiveness for each of the programmatic activities as perceived by the staff, parents, and nonparents. Twelve correlations were found with an r = +.7 or higher. The highest correlation, r = +.801, was indicated by the staff for the relationship between the importance of the activity, "volunteer aide program," and the effectiveness of the activity. Table 76 reports the mean correlation between the importance and effectiveness of the programmatic activities.

TABLE 76

MEAN CORRELATIONS BETWEEN IMPORTANCE AND EFFECTIVENESS FOR EACH OF THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Importance		
	Staff	Parents	Nonparents
Effectiveness	.643	.655	.610

TABLE 75

CORRELATIONS BETWEEN IMPORTANCE AND EFFECTIVENESS FOR EACH OF THE PROGRAMMATIC ACTIVITIES

Effectiveness Programmatic Activities	Importance Staff N=24	 Parents N=41	 Nonparents N=30
PTO	.416	.549	.663
Parent-teacher conference	.761*	.584	.375
Volunteer aide program	.801*	.733*	.758*
Christmas and Spring music programs	.730*	.764*	.628
Parent advisory board	.609	.772*	.667
School newsletter	.790*	.538	.750*
Positive cards, calls and notes	.396	.494	.677
Use of community resource people	.345	.657	.754*
Parent questionnaires or surveys	.500	.566	.426
Articles in local newspaper	.773*	.661	.053
Progress report	.658	.763*	.644

*Significant at r <.001

Research Question 12:

> What is the relationship between the control functions and the primary interaction patterns as perceived by staff, parents, and nonparents?

Table 77 reports the data regarding the correlations between the control function of conducting and the primary interaction patterns for the nonprogrammatic activities as perceived by staff, parents, and non-parents. No relationships were found in Table 77 with correlations at the $\underline{r} = \pm.7$ level or higher. Table 78 reports the correlations between the control function of conducting and the primary interaction patterns for the nonprogrammatic activities as perceived by staff, parents, and nonparents.

TABLE 78

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF CONDUCTING AND THE PRIMARY INTERACTION PATTERNS FOR THE NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Conducting		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	.053	.066	.017
School and Home	.007	-.009	.156
School and Attendance Area	.027	-.060	.029
School and Total School District	-.024	-.002	-.032

Table 79 reports the data regarding the correlations between the control functions of deciding and the primary interaction patterns for

TABLE 77

CORRELATIONS BETWEEN THE CONTROL FUNCTIONS OF CONDUCTING AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE NONPROGRAMMATIC ACTIVITIES

Primary Interaction Patterns / Non-Programmatic Activities	Staff N=24				Conducting Parents N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
Parent visits to the school	.092	.187	.037	-.338	.208	.223	.140	-.205	.034	.351	.034	-.111
Students' enthusiasm in schoo activities	.149	-.091.	-.266	-.122	.236	-.102	-.195	-.021	-.072	.199	-.066	-.092
School facilities serve as a community resource	-.013	.064	.223	.036	.078	.019	.055	.093	.229	.285	.099	.059
Staff generates a feeling of warmth	.071	-.145	-.088	-.103	-.135	-.116	.110	-.016	.018	.272	.234	-.023
Parents demonstrate support for the school	.055	-.260	-.049	.298	.079	.125	-.033	.130	-.185	-.318	.204	.255
Staff generates a positive atmosphere	-.260	-.151	-.172	-.090	.129	.021	-.017	.102	.270	.320	-.021	-.079
Principal and staff response to parent calls	-.151	.000	.163	.131	.116	-.017	-.292	-.203	.116	.412	-.303	-.306
Parents have access to staff	.657	.449	.332	.354	.007	.059	.020	.090	.159	.382	.355	.194
Staff generates rapport between themselves and parents	-.158	-.056	-.029	-.229	-.240	-.377	-.018	-.061	-.176	.053	-.155	-.202
Staff works well together planning activities for children	-.039	.045	.113	-.107	.179	.208	.207	.077	.229	.124	-.034	-.010

TABLE 79

CORRELATIONS BETWEEN THE CONTROL FUNCTIONS AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Primary Interaction Patterns / Programmatic Activities	Staff N=24				Deciding Parents N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	.370	.359	.[illegible]06	.397	.162	.083	.081	.044	.030	.218	.215	.056
Parent-teacher conference	.289	.262	.270	.187	.128	.041	.034	.125	.277	.009	.107	.013
Volunteer aide program	.050	.069	.077	.029	.091	.080	.003	.018	.259	.108	.004	.055
Christmas and Spring music programs	.294	.245	.207	.313	.088	.031	.063	.131	.052	.005	.188	.343
Parent advisory board	.178	.083	.073	.118	.061	.246	.078	.151	.025	.115	.250	.234
School newsletter	.062	.002	.271	.116	.034	.110	.193	.195	.011	.236	.337	.245
Positive cards, calls and notes	.515	.428	.308	.326	.037	.053	.163	.136	.035	.066	.178	.149
Use of community resource people	.043	.097	.208	.007	.260	.105	.049	.226	.055	.264	.350	.277
Parent questionnaires or surveys	.135	.[illegible]97	.013	.015	.247	.107	.074	.149	.185	.548	.350	.075
Articles in local newspaper	.062	.225	.007	.251	.016	.057	.022	.222	.077	.132	.254	.084
Progress report	.584	.578	.584	.520	.037	.093	.118	.321	.376	.199	.212	.151

the programmatic activities as perceived by the staff, parents, and nonparents. No relationships were indicated with correlations of $\underline{r} = \underline{+}.7$ or higher. The only moderate relationship was a negative correlation, $\underline{r} = -.584$, indicated by the staff for the relationship between who is responsible for deciding to include the activity, "progress report," and the intended interaction between the school and child in the home-school-community relations program. Table 80 reports the mean correlations between the control function of deciding and the primary interaction patterns for the programmatic activities as perceived by staff, parents, and nonparents.

TABLE 80

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF DECIDING AND THE PRIMARY INTERACTION PATTERNS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Deciding		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	-.113	.029	.022
School and Home	-.087	.005	.124
School and Attendance Area	-.077	-.008	.101
School and Total School District	-.058	.001	.060

Table 81 reports the data regarding the correlations between the control function of planning and the primary interaction for the programmatic activities as perceived by staff, parents, and nonparents. No

TABLE 81

CORRELATIONS BETWEEN THE CONTROL FUNCTION OF PLANNING AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Primary Interaction Patterns	Planning											
	Staff N=24				Parents N=41				Nonparents N=30			
Programmatic Activities	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	-.463	-.386	-.246	-.417	.056	.133	.073	.036	.287	-.054	-.289	-.070
Parent-teacher conferences	.030	-.278	-.183	-.235	.327	.328	.233	.025	.232	-.344	.182	.421
Volunteer aide program	.186	.293	.097	-.008	-.165	-.239	-.179	-.007	-.275	-.225	-.194	-.159
Christmas and Spring music programs	-.341	-.295	-.075	-.218	-.449	-.282	-.268	-.024	.045	.054	-.207	-.061
Parent advisory board	.155	.215	.336	.182	.079	.040	.175	.250	.170	.142	.162	.057
School newsletter	.153	.238	.026	.575	.023	.080	.150	.125	.110	.124	.000	.088
Positive cards, calls and notes	.493	.478	.294	.419	.066	.038	.200	.032	.219	.091	.076	.308
Use of community resource people	.064	.133	.187	.066	.313	.197	.174	.291	.034	.213	.163	.009
Parent questionnaires or surveys	.243	.368	.016	.076	.290	.030	.048	.055	.226	.343	.189	.197
Articles in local newspaper	-.086	-.208	.102	.911	.129	.116	.166	.033	.231	.025	-.217	-.237
Progress report	-.298	-.333	-.132	-.193	.116	.135	.081	.016	-.147	-.321	.303	.156

TABLE 71

CORRELATIONS BETWEEN EFFECTIVENESS OF THE PROGRAMMATIC ACTIVITIES AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns / Programmatic Activities	Effectiveness											
	Staff N=24				Parents N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	.565	.799*	.813*	.593	.435	.462	.527	.553	.248	.570	.624	.747*
Parent-teacher conferences	.417	.804*	.414	.608	.584	.269	.371	.269	.210	.494	.207	.186
Volunteer aide program	.656	.590	.384	.462	.502	.629	.303	.079	.681	.697	.711*	.492
Christmas and Spring music programs	.413	.583	.592	.532	.708*	.728*	.652	.275	.647	.704*	.719*	.531
Parent advisory board	.381	.826*	.737*	.564	.511	.758*	.610	.473	.179	.524	.587	.437
School newsletter	.709*	.772*	.467	.583	.508	.772*	.284	.084	.043	.549	.693	.432
Positive cards, calls and notes	.736*	.807*	.159	.185	.534	.528	.379	.161	.535	.449	.645	.525
Use of community resource people	.460	.582	.632	.416	.505	.197	.148	.288	.461	.747*	.675	.492
Parent questionnaires or surveys	.138	.697	.285	.258	.141	.669	.375	.269	.387	.621	.530	.232
Articles in local newspaper	.714*	.689	.877*	.859*	.554	.555	.391	.364	.398	.585	.655	.764*
Progress report	.194	.501	.473	.499	.351	.808*	.312	.051	.629	.684	.383	.164

*Significant at r <.001

relationships were indicated with correlations or r = ±.7 or higher. A moderate negative correlation, r = -.575 was reported by the staff between who is responsible for planning the activity, "school newsletter," and the intended interaction between the school and the total school district. Table 82 reports the mean correlation between the control function of planning and the primary interaction patterns for the programmatic activities as perceived by staff, parents, and nonparents.

TABLE 82

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF PLANNING AND THE PRIMARY INTERACTION PATTERNS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns	Planning Staff	Parents	Nonparents
School and Child	-.153	.057	.058
School and Home	-.178	.031	-.036
School and Attendance Area	-.133	.041	-.033
School and Total School District	-.197	.067	.056

Table 83 reports the data regarding the correlations between the control function of conducting and the primary interaction patterns for the programmatic activities as perceived by staff, parents, and nonparents. No relationships were indicated with correlations of r = ±.7 or higher. A moderate negative correlation, r = -.569, was reported by the staff between who is responsible for conducting the activity, "school

TABLE 83

CORRELATIONS BETWEEN THE CONTROL FUNCTION OF CONDUCTING AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Primary Interaction Patterns	Staff N=24				Conducting Parents N=41				Nonparents N=30			
Programmatic Activities	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	-.314	-.183	.088	-.181	-.082	-.257	.025	-.182	.190	-.005	-.328	-.121
Parent-teacher conferences	-.191	.079	-.122	-.042	-.128	.319	.073	-.088	.180	.062	.061	.110
Volunteer aide program	-.453	-.083	-.253	-.383	.005	.039	.002	.167	-.047	-.048	.001	-.013
Christmas and Spring music programs	-.344	-.274	-.036	-.178	-.487	-.327	-.295	-.184	-.102	.099	.030	-.011
Parent advisory board	.178	-.228	-.328	-.457	-.023	.192	.092	.225	.122	.082	-.216	-.113
School newsletter	-.164	-.185	.140	-.569	.121	-.094	-.018	.041	.354	.043	.158	.219
Positive cards, calls and notes	-.493	-.478	-.294	-.419	.151	.323	-.224	.215	-.202	-.184	-.161	.016
Use of community resource people	-.184	-.364	-.417	-.323	.342	.236	.228	.362	.016	.072	.139	.215
Parent questionnaires or surveys	.441	.322	.011	.048	.383	.065	.025	.181	.054	.179	.407	.442
Articles in local newspaper	-.106	-.218	.086	.081	.130	.112	.209	.030	-.102	-.184	-.401	-.236
Progress report	-.248	-.362	-.238	-.212	.123	.209	-.000	.257	.205	.176	.138	.116

newsletter," and the intended interaction between the school and the total school district. Table 84 reports the mean correlation between the control function of conducting and the primary interaction patterns for the programmatic activities as perceived by staff, parents, and nonparents.

TABLE 84

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF CONDUCTING AND THE PRIMARY INTERACTION PATTERNS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Conducting		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	-.200	.048	.062
School and Home	-.185	.076	.027
School and Attendance Area	-.128	.006	-.017
School and Total School District	-.251	.095	.064

Table 85 reports the data regarding the correlations between the control function of coordinating and the primary interaction patterns for the programmatic activities as perceived by staff, parents, and nonparents. No relationships were indicated with correlations of $\underline{r} = \pm.7$ or higher. Table 86 reports the mean correlation between the control function of coordinating and the primary interaction patterns for the programmatic activities as perceived by staff, parents and nonparents.

TABLE 85

CORRELATIONS BETWEEN THE CONTROL FUNCTION OF COORDINATING AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Primary Interaction Patterns / Programmatic Activities	Staff N=24				Coordinating Parents N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	-.392	-.068	-.225	-.291	.149	-.015	.116	-.069	.001	.161	-.100	.079
Parent-teacher conferences	-.237	.015	-.287	.008	.105	.213	-.008	-.164	.340	.029	.400	.251
Volunteer aide program	-.329	-.142	-.313	-.215	.349	.285	.142	.270	-.125	-.087	-.007	.022
Christmas and Spring music programs	-.386	-.355	-.157	-.324	-.251	-.081	-.187	-.054	-.072	.083	.055	-.113
Parent advisory board	-.276	-.393	-.209	-.250	-.070	-.025	-.067	-.065	.109	.178	-.139	-.018
School newsletter	.083	-.178	.164	-.440	-.258	-.280	-.270	-.379	.106	-.038	.070	.183
Positive cards, calls and notes	-.486	-.484	-.319	-.443	-.034	-.098	-.372	.104	.286	.236	.039	.248
Use of community resource people	-.033	-.136	-.217	-.080	.143	.149	.006	.358	-.095	.029	.068	.090
Parent questionnaires or surveys	.258	.294	-.029	.096	.331	.080	-.031	.026	.018	.174	-.010	-.000
Articles in local newspaper	-.003	-.213	-.071	.258	.107	.114	.233	.132	.096	-.062	-.233	-.161
Progress report	-.090	-.157	-.059	-.023	-.095	.017	.064	.347	.119	.180	.229	.176

TABLE 86

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF COORDINATING AND THE PRIMARY INTERACTION PATTERNS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns	Coordinating Staff	Parents	Nonparents
School and Child	-.179	.045	.073
School and Home	-.171	.033	.081
School and Attendance Area	-.159	-.036	.036
School and Total School District	-.162	.048	.070

Table 87 reports the data regarding the correlations between the control function of evaluating and the primary interaction patterns for the programmatic activities as perceived by staff, parents, and nonparents. No relationships were indicated with correlations of r = +.7 or higher. A moderate negative correlation r = -.577 was reported by the nonparents as not showing a relationship between who is responsible for evaluating the activity, "volunteer aide program," and the intended interaction between the school and home. Table 88 reports the mean correlation between the control function of evaluating and the primary interaction patterns for the programmatic activities as perceived by staff, parents, and nonparents.

Research Question 13:

> What is the relationship between the primary interaction patterns and the operating functions as perceived by staff, parents, and nonparents?

TABLE 87

CORRELATIONS BETWEEN THE CONTROL FUNCTION OF EVALUATING AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Primary Interaction Patterns / Programmatic activities	Evaluating											
	Staff N=24				Parents N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	.481	-.387	-.482	-.354	.029	-.191	.012	-.301	.156	.503	.261	.312
Parent-teacher conferences	.027	-.368	-.485	-.471	.058	-.073	.087	.123	-.044	.037	-.095	-.053
Volunteer aide program	-.133	.053	-.398	-.321	.131	-.136	-.148	-.059	-.348	-.577	-.463	-.293
Christmas and Spring music programs	-.159	-.354	-.276	-.185	-.109	-.223	-.155	-.108	-.107	-.106	-.155	-.285
Parent advisory board	.049	.119	-.091	-.124	-.166	.121	.135	.129	.349	.330	.098	.054
School newsletter	.118	-.063	-.295	-.248	-.140	-.357	-.123	-.296	.311	.061	.311	.269
Positive cards, calls and notes	-.235	-.013	-.316	-.526	-.009	.033	-.274	.061	.124	-.150	-.096	-.051
Use of community resource people	-.412	-.228	-.208	-.152	.274	-.057	.116	.155	-.193	-.047	-.059	-.148
Parent questionnaires or surveys	-.093	-.051	-.050	.009	.182	-.117	-.074	.192	.414	.239	.199	.161
Articles in local newspaper	.002	-.078	.045	-.031	.123	.187	.060	-.054	.207	.079	-.231	-.048
Progress report	-.362	-.303	-.361	-.339	.133	-.000	.139	.319	-.131	.193	-.102	-.052

TABLE 88

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF EVALUATING AND THE PRIMARY INTERACTION PATTERNS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns	Evaluating Staff	Parents	Nonparents
School and Child	-.160	.046	.070
School and Home	-.157	-.076	.058
School and Attendance Area	-.273	-.046	-.032
School and Total School District	-.257	.014	-.012

Table 89 reports the data regarding the correlations between the operating function of analysis and the primary interaction patterns for the nonprogrammatic activities as perceived by staff, parents, and nonparents. The highest correlation, r = +.717, was indicated by the staff as showing a relationship between the operating function of analysis and the intended interaction between the school and the total school district for the activity, "parents demonstrate support for the school." Table 90 reports the mean correlation between the operating function of analysis and the primary interaction patterns for the nonprogrammatic activities as perceived by staff, parents, and nonparents.

Table 91 reports the data regarding the correlations between the operating function of communication and the primary interaction patterns for the nonprogrammatic activities as perceived by staff, parents, and nonparents. Two cells were found to have correlations at r = ±.7 or

TABLE 89

CORRELATIONS BETWEEN THE OPERATING FUNCTION OF ANALYSIS AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE NONPROGRAMMATIC ACTIVITIES

Primary Interaction Patterns / Nonprogrammatic Activity	Analysis Staff N=24				Analysis Parents N=41				Analysis Nonparents N=30			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
Parent visits to the school	.529	.240	.533	.160	.276	.520	.353	.376	.571	.494	.448	.298
Students' enthusiasm in school activities	.478	.161	.341	.008	.005	.298	.391	.413	.030	.432	.517	.625
School facilities serve as a community resource	.359	.650	.497	.354	.241	.373	.010	.313	.183	.232	.256	.443
Staff generates a feeling of warmth	.609	.632	.654	.594	.463	.552	.378	.441	.514	.474	.514	.361
Parents demonstrate support for the school	.698*	.520	.633	.717*	.133	.417	.259	.329	.354	.236	.228	.277
Staff generates a positive atmosphere	.345	.428	.584	.558	.573	.557	.575	.635	.509	.669	.581	.439
Principal and staff response to parent calls	.486	.466	.561	.526	.386	.379	.327	.187	.629	.350	.208	.081
Parents have access to staff	.622	.482	.492	.534	.328	.622	.445	.391	.474	.516	.511	.173
Staff generates rapport between themselves and parents	.528	.643	.509	.443	.543	.550	.580	.512	.324	.384	.607	.556
Staff works well together planning activities for children	.289	.491	.406	.310	.325	.565	.396	.630	.496	.348	.556	.653

*Significant at r <.001

higher. The highest correlation, r = +.725, was indicated by the parents as showing a relationship between the operating function of communication and the intended interaction between the school and home for the activity, the "staff generates a feeling of warmth." The next correlation, r = +.721, was also indicated by the parents as showing a relationship between the operating function of communication and the intended interaction between the school and home for the activity, the "staff generates a positive atmosphere."

TABLE 90

MEAN CORRELATIONS BETWEEN THE OPERATING FUNCTION OF ANALYSIS AND THE PRIMARY INTERACTION PATTERNS FOR THE NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns	Analysis Staff	Parents	Nonparents
School and Child	.505	.338	.422
School and Home	.485	.490	.443
School and Attendance Area	.529	.381	.452
School and Total School District	.441	.433	.406

Table 92 reports the mean correlation between the operating function of communication and the primary interaction patterns for the nonprogrammatic activities as perceived by staff, parents, and nonparents.

TABLE 91

CORRELATIONS BETWEEN THE OPERATING FUNCTION OF COMMUNICATION AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE NONPROGRAMMATIC ACTIVITIES

Primary Interaction Patterns	Communication											
	Staff N=24				Parents N=41				Nonparents N=30			
Non-Programmatic Activity	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance	School and total school district
Parent visits to the school	.593	.366	.463	.336	.188	.628	.297	.357	.488	.440	.441	.180
Students' enthusiasm in school activities	.405	.254	.440	.243	.220	.457	.455	.512	.268	.548	.065	.256
School facilities serve as a community resource	.194	.536	.686	.626	-.027	.283	-.000	.386	.126	.478	.164	.231
Staff generates a feeling of warmth	.623	.422	.533	.556	.453	.725*	.428	.657	.565	.519	.668	.535
Parents demonstrate support for the school	.618	.572	.337	.611	.179	.448	.402	.421	.437	.384	.353	.518
Staff generates a positive atmosphere	.454	.355	.287	.337	.649	.721*	.606	.671	.345	.606	.603	.486
Principal and staff response to parent calls	.572	.318	.272	.442	.384	.347	.371	.253	.351	.491	.266	.061
Parents have access to staff	.648	.502	.422	.475	.256	.617	.579	.525	.510	.584	.488	.226
Staff generates rapport between themselves and parents	.476	.654	.423	.322	.471	.582	.366	.442	.435	.403	.544	.584
Staff works well together planning activities for children	.496	.698*	.525	.687	.334	.654	.390	.613	.145	.332	.272	.364

*Significant at r <.001

TABLE 92

MEAN CORRELATIONS BETWEEN THE OPERATING FUNCTION OF COMMUNICATION AND THE PRIMARY INTERACTION PATTERNS FOR THE NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns	Communication Staff	Parents	Nonparents
School and Child	.518	.323	.375
School and Home	.481	.562	.483
School and Attendance Area	.448	.400	.403
School and Total School District	.477	.495	.356

Table 93 reports the data regarding the correlations between the operating function of involvement and the primary interaction patterns for the nonprogrammatic activities as perceived by staff, parents, and nonparents. Four cells were found to have correlations at $\underline{r} = \pm.7$ or higher. The highest correlation, $\underline{r} = +.835$, was indicated by the staff as showing a relationship between the operating function of involvement and the intended interaction between the school and the attendance area for the activity, the "school facilities serve as a community resource." Table 94 reports the mean correlation between the operating function of communication and the primary interaction patterns for the nonprogrammatic activities as perceived by staff, parents, and nonparents.

TABLE 93

CORRELATIONS BETWEEN THE OPERATING FUNCTION OF INVOLVEMENT AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE NONPROGRAMMATIC ACTIVITIES

Primary Interaction Patterns / Non-Programmatic Activities	Staff N=24				Involvement Parents N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
Parent visits to the school	.495	.641	.623	.349	.123	.486	.385	.442	.294	.293	.367	.372
Students' enthusiasm in school activities	.280	.491	.586	.249	.294	.498	.640	.562	-.117	.345	.503	.630
School facilities serve as a community resource	.329	.626	.835*	.781*	.133	.264	-.023	.214	.486	.325	.074	.066
Staff generates a feeling of warmth	.470	.533	.533	.518	.552	.670	.368	.513	.658	.532	.686	.531
Parents demonstrate support for the school	.458	.812*	.659	.568	.157	.485	.538	.534	.416	.446	.049	.098
Staff generates a positive atmosphere	.461	.655	.652	.639	.609	.654	.730*	.658	.485	.637	.663	.652
Principal and staff response to parent calls	.567	.307	.570	.582	.346	.121	.565	.546	.656	.313	.219	.403
Parents have access to staff	.506	.569	.540	.387	.206	.480	.395	.447	.698	.608	.387	.270
Staff generates rapport between themselves and parents	.331	.571	.638	.555	.605	.659	.638	.570	.299	.335	.540	.644
Staff works well together planning activities for children	.518	.686	.434	.670	.366	.661	.420	.685	.290	.458	.250	.406

*Significant at r <.001

TABLE 94

MEAN CORRELATIONS BETWEEN THE OPERATING FUNCTION OF INVOLVEMENT AND THE PRIMARY INTERACTION PATTERNS FOR THE NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Involvement		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	.446	.354	.441
School and Home	.604	.515	.438
School and Attendance Area	.619	.487	.396
School and Total School District	.548	.527	.427

Table 95 reports the data regarding the correlations between the operating function of resolution and the primary interaction patterns for the nonprogrammatic activities as perceived by staff, parents, and nonparents. Six cells were found to have correlations at r = +.7 or higher. The highest correlation, r = +.833, was indicated by the parents as showing a relationship between the operating function of resolution and the intended interaction between the school and home for the activity, the "staff generates a feeling of warmth." Table 96 reports the mean correlation between the operating function of resolution and the primary interaction patterns for the nonprogrammatic activities as perceived by staff, parents, and nonparents.

TABLE 95

CORRELATIONS BETWEEN THE OPERATING FUNCTION OF RESOLUTION AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE NONPROGRAMMATIC ACTIVITIES

Primary Interaction Patterns / Non-Programmatic Activities	Resolution											
	Staff N=24				Parents N=41				Nonparents N=[illegible]0			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
Parent visits to the school	.306	.239	.570	.353	.206	.534	.353	.414	.444	.285	.595	.488
Students' enthusiasm in school activities	.270	.132	.429	.143	.064	.387	.321	.329	-.182	.288	.536	.624
School facilities serve as a community resource	.252	.571	.732*	.738*	.196	.048	.266	.382	.405	.187	.205	.366
Staff generates a feeling of warmth	.255	.472	.268	.551	.629	.833*	.626	.711*	.534	.456	.768*	.637
Parents demonstrate support for the school	.609	.404	.297	.359	.458	.507	.545	.596	.203	.258	.098	.247
Staff generates a positive atmosphere	.597	.588	.522	.528	.437	.460	.471	.417	.494	.682	.652	.835
Principal and staff response to parent calls	.391	.680	.434	.349	.561	.541	.403	.268	.166	.429	.282	.105
Parents have access to staff	.578	.700*	.578	.424	.308	.632	.455	.225	.133	.506	.132	.248
Staff generates rapport between themselves and parents	.263	.433	.300	.299	.430	.662	.572	.535	.257	.486	.415	.667
Staff works well together planning activities for children	.346	.623	.605	.649	.342	.564	.371	.567	.304	.327	.274	.592

*Significant at r <.001

TABLE 96

MEAN CORRELATIONS BETWEEN THE OPERATING FUNCTION OF RESOLUTION AND THE PRIMARY INTERACTION PATTERNS FOR THE NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Resolution		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	.398	.375	.299
School and Home	.503	.544	.401
School and Attendance Area	.488	.445	.435
School and Total School District	.457	.484	.481

Table 97 reports the data regarding the correlations between the operating function of analysis and the primary interaction patterns for the programmatic activities as perceived by staff, parents and nonparents. Eleven cells were found to have correlations at $\underline{r} = \pm.7$ or higher. Seven of these cells were in the nonparent group, two in the parent group, and two in the staff group. The highest correlation, $\underline{r} = +.753$, was indicated by the nonparents as showing a relationship between the operating function of analysis and the intended interaction between the school and attendance area for the activity, "volunteer aide program." Table 98 reports the mean correlations between the operating function of analysis and the primary interaction patterns for the programmatic activities.

TABLE 97

CORRELATIONS BETWEEN THE OPERATING FUNCTION OF ANALYSIS AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Primary Interaction Patterns Programmatic Activities	Staff N=24				Analysis Parents N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	.422	.696	.360	.100	.399	.576	.740*	.677	.291	.069	-.004	.292
Parent-teacher conferences	.526	.524	.361	.248	.573	.436	.280	.255	.225	.353	.368	.210
Volunteer aide program	.650	.470	.595	.524	.718*	.662	.245	.316	.742*	.711*	.753*	.551
Christmas and Spring music programs	.622	.406	.431	.334	.072	.000	-.041	.408	.456	.445	.384	.721
Parent advisory board	.418	.712*	.399	.498	.248	.397	.626	.563	.030	.361	.534	.455
School newsletter	.227	.126	.219	.007	-.029	.197	.457	.264	.429	.192	.245	.338
Positive cards, calls and notes	.054	-.046	.250	.481	.408	.385	.202	.392	-.000	-.015	.604	.434
Use of community resource people	.417	.567	.677	.493	.294	.118	.254	.248	.605	.708*	.768*	.612
Parent questionnaires or surveys	-.112	.484	.085	.010	.138	.562	.149	-.136	.259	.620	.553	.269
Articles in local newspaper	.677	.739*	.652	.436	.358	.299	.039	.112	.725*	.440	.060	.212
Progress report	.531	.562	.361	.467	.295	.395	.378	.447	.054	.114	.456	.190

*Significant at r <.001

TABLE 98

MEAN CORRELATIONS BETWEEN THE OPERATING FUNCTION OF ANALYSIS AND THE PRIMARY INTERACTION PATTERNS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Analysis		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	.427	.337	.380
School and Home	.505	.403	.392
School and Attendance Area	.436	.326	.462
School and Total School District	.341	.338	.407

Table 99 reports the data regarding the correlations between the operating function of communication and the primary interaction patterns for the programmatic activities as perceived by staff, parents, and nonparents. Six cells were found to have correlations at r = ±.7 or higher. The highest correlation, r = +.793, was indicated by the parents as showing a relationship between the operating function of communication and the intended interaction between the school and attendance area for the activity, "articles in the local newspaper," Table 100 reports the mean correlations between the operating function of communication and the primary interaction patterns for the programmatic activities.

TABLE 99

CORRELATIONS BETWEEN THE OPERATING FUNCTION OF COMMUNICATION AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Primary Interaction Patterns	Communication											
	Staff N=24				Parents N=41				Nonparents N=30			
Programmatic Activities	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	.198	.588	.414	.420	.187	.665	.501	.502	.209	.540	.563	.677
Parent-teacher conferences	.666	.450	.421	.418	.488	.581	.137	.059	.219	.426	.194	.274
Volunteer aide program	.621	.438	.732*	.595	.507	.484	.073	.296	.527	.673	.752*	.635
Christmas and Spring music programs	.564	.451	.506	.406	.275	.418	.354	.225	.279	.366	.424	.560
Parent advisory board	.426	.719*	.576	.578	.370	.415	.568	.441	.539	.562	.258	.347
School newsletter	.416	.397	.416	.216	.355	.625	.428	.030	.128	.573	.277	.423
Positive cards, calls and notes	.241	.133	.175	.377	.752*	.804*	.309	.167	.294	.302	.528	.294
Use of community resource people	.530	.499	.503	.409	.018	.375	.281	.356	.437	.688	.668	.485
Parent questionnaires or surveys	.126	.518	.163	.221	.508	.195	.186	.177	.622	.196	.235	.236
Articles in local news paper	.595	.631	.618	.469	.425	.570	.793*	.568	.320	.496	.541	.664
Progress report	.326	.602	.398	.447	.298	.638	.277	.137	.202	.347	.393	.120

*Significant at r <.001

TABLE 100

MEAN CORRELATIONS BETWEEN THE OPERATING FUNCTION OF COMMUNICATION AND THE PRIMARY INTERACTION PATTERNS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Communication		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	.462	.398	.354
School and Home	.506	.545	.484
School and Attendance Area	.463	.379	.460
School and Total School District	.421	.279	.447

Table 101 reports the data regarding the correlations between the operating function of involvement and the primary interaction patterns for the programmatic activities as perceived by staff, parents, and nonparents. Four cells were found to have correlations at r = ±.7 or higher. The highest correlation, r = +.776, was indicated by the nonparents as showing a relationship between the operating function of involvement and the intended interaction between the school and child for the activity, "volunteer aide program." Table 102 reports the mean correlations between the operating function of involvement and the primary interaction patterns for the programmatic activities.

TABLE 101

CORRELATIONS BETWEEN THE OPERATING FUNCTION OF INVOLVEMENT AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Primary Interaction Patterns / Programmatic Activity	Staff N=24				Involvement Parents N=41				Nonparents N=30			
	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	.131	.466	.293	.277	.185	.407	.670	.454	.177	.392	.476	.444
Parent-teacher conferences	.474	.643	.519	.366	.344	.260	.345	.328	.190	.249	.363	.278
Volunteer aide program	.493	.481	.557	.457	.356	.558	.184	.100	.776*	.656	.704*	.720*
Christmas and Spring music programs	.490	.486	.699	.477	.256	.300	.347	.444	.484	.640	.603	.614
Parent advisory board	.420	.735*	.514	.260	.340	.600	.535	.430	.464	.516	.408	.284
School newsletter	.240	.328	.346	.169	.102	.282	.475	.152	.213	.243	.445	.417
Positive cards, calls and notes	.353	.194	.001	.433	.594	.533	.570	.324	.520	.368	.537	.098
Use of community resource people	.612	.610	.538	.216	-.148	.068	.090	.182	.552	.608	.657	.672
Parent questionnaires or surveys	.140	.601	.399	.306	.342	.460	.294	-.043	.561	.183	.084	.189
Articles in local newspaper	.532	.598	.503	.342	.197	.165	.078	-.063	.504	.381	.382	.490
Progress report	.532	.696	.316	.308	.378	.268	.166	.435	.220	.243	.512	.350

* Significant at r <.001

TABLE 102

MEAN CORRELATIONS BETWEEN THE OPERATING FUNCTION OF INVOLVEMENT AND THE PRIMARY INTERACTION PATTERNS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Primary Interaction Patterns	Involvement Staff	Parents	Nonparents
School and Child	.412	.277	.445
School and Home	.547	.366	.422
School and Attendance Area	.441	.358	.485
School and Total School District	.332	.258	.435

Table 103 reports the data regarding the correlations between the operating function of resolution and the primary interaction patterns for theprogrammatic activities as perceived by staff, parents, and nonparents. Four cells were found to have correlations at r = +.7 or higher. The highest correlation, r = +.750, was indicated by the staff as showing a relationship between the operating function of resolution and the intended interaction between the school and home for the activity, "parent-teacher conferences." Table 104 reports the mean correlations between the operating function of resolution and the primary interaction patterns for the programmatic activities.

TABLE 103

CORRELATIONS BETWEEN THE OPERATING FUNCTION OF RESOLUTION AND THE PRIMARY INTERACTION PATTERNS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Primary Interaction Patterns	Staff N=24				Resolution Parents N=41				Nonparents N=30			
Programmatic Activities	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district	School and child	School and home	School and attendance area	School and total school district
PTO	.208	.595	.467	.268	.369	.454	.722*	.536	.245	.355	.467	.524
Parent-teacher conferences	.473	.750*	.165	.370	.249	.589	.156	.008	.146	.460	.132	.037
Volunteer aide program	.568	.507	.684	.592	.682	.645	.117	.372	.599	.526	.577	.523
Christmas and Spring music programs	.554	.410	.519	.357	-.021	.010	.000	.460	.396	.495	.424	.577
Parent advisory board	.392	.715*	.602	.542	.287	.439	.483	.439	.233	.417	.548	.434
School newsletter	.354	.133	.160	.167	.084	.300	.259	.303	.257	-.136	.129	.262
Positive cards, calls and notes	.287	.173	.198	.374	.509	.409	.190	.368	.215	.130	.322	.417
Use of community resource people	.461	.555	.622	.524	-.289	.182	.435	.526	.280	.343	.427	.372
Parent questionnaires or surveys	.296	.649	.519	.401	.367	.490	.342	.115	.438	.204	.062	-.065
Articles in local newspaper	.544	.593	.480	.343	.216	.116	.115	-.054	.253	.208	.350	.454
Progress report	.618	.736*	.465	.438	.469	.183	.308	.430	.190	.108	.020	.253

*Significant at r <.001

TABLE 104

MEAN CORRELATIONS BETWEEN THE OPERATING FUNCTION OF RESOLUTION AND THE PRIMARY INTERACTION PATTERNS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Resolution		
Primary Interaction Patterns	Staff	Parents	Nonparents
School and Child	.441	.284	.302
School and Home	.555	.363	.293
School and Attendance Area	.460	.302	.327
School and Total School District	.426	.329	.361

Research Question 14:

> What is the relationship between the control functions and the operating functions as perceived by staff, parents, and nonparents?

Table 105 reports the data regarding the correlations between the control function of conducting and the operating functions for the nonprogrammatic activities as perceived by staff, parents, and nonparents. No strong correlations at the $\underline{r} = +.7$ or higher were indicated by the staff, parents, or nonparents. Two correlations were reported by the parents as showing no relationships, $\underline{r} = \pm.000$. The first nonrelationship was between who is primarily responsible for conducting the nonprogrammatic activity, "principal and staff response to parent calls," and the operating function of resolution. The next nonrelationship was between who is primarily responsible for conducting the activity, "the

TABLE 105

CORRELATIONS BETWEEN THE CONTROL FUNCTION OF CONDUCTING AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR NONPROGRAMMATIC ACTIVITIES

Operating Functions / Non-Programmatic Activities	Staff N=24				Conducting Parents N=41				Nonparents N=30			
	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
Parent visits to the school	-.039	-.063	.192	-.036	.274	.260	.133	.227	.032	-.065	.034	-.003
Students' enthusiasm in school activities	-.010	-.044	-.342	-.038	-.315	-.172	-.190	-.267	-.075	-.052	.012	.169
School facilities serve as a community resource	.243	.379	.190	.112	.181	.052	.138	.041	.116	.002	.036	.097
Staff generates a feeling of warmth	.010	-.025	-.262	-.182	-.054	-.152	-.051	-.093	.039	-.016	.074	.048
Parents demonstrate support for the school	.287	-.030	-.261	.016	.085	.115	.155	.100	-.241	-.191	-.338	-.423
Staff generates a positive atmosphere	-.213	-.378	-.106	-.348	-.098	.135	.190	.343	-.046	-.029	.186	.155
Principal and staff response to parent calls	.116	.104	.145	.000	-.014	-.034	-.088	.116	.131	.284	-.018	.178
Parents have access to staff	.211	.385	.293	.288	.114	.064	.076	.075	.350	.247	.333	.380
Staff generates rapport between themselves and parents	.046	.095	.050	-.186	.044	-.184	-.073	-.107	.015	-.077	-.239	-.128
Staff works well together planning activities for children	.205	-.151	.032	.000	.179	.314	.330	.247	.154	-.023	.093	.144

staff works well together in planning activities for children," and the operating function of resolution. Table 106 reports the mean correlation between the control function of conducting and the operating functions for the nonprogrammatic activities.

TABLE 106

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF CONDUCTING AND THE OPERATING FUNCTIONS FOR THE NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Conducting		
Operating Functions	Staff	Parents	Nonparents
Analysis	.040	.087	.049
Communication	.041	.029	.009
Involvement	.063	-.008	.017
Resolution	.032	-.060	.042

Table 107 reports the data regarding the correlations between the control function of deciding and the operating functions for the programmatic activities as perceived by staff, parents, and nonparents. A moderate correlation, r = +.569, was indicated by the nonparents as showing a relationship between who is responsible for deciding to include the activity, "parent questionnaires or surveys," in the home-school-community relations program and the operating function of analysis. Table 108 reports the mean correlations between the control function of deciding and the operating functions for the programmatic activities.

TABLE 107

CORRELATIONS BETWEEN THE CONTROL FUNCTION OF DECIDING AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Operating Functions / Programmatic Activities	Staff N=24				Deciding Parents N=41				Nonparents N=30			
	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
PTO	.195	-.043	-.122	.087	-.023	.070	-.168	-.189	-.185	.071	.239	-.064
Parent-teacher conferences	.278	-.107	-.321	-.404	.089	-.062	.104	-.006	-.123	-.208	-.086	-.165
Volunteer aide program	.289	.223	-.126	.055	-.131	.005	-.176	.002	-.181	.254	.129	.001
Christmas and Spring music programs	[illegible]	.174	.153	.014	.122	.197	.088	.143	.020	.298	.251	.193
Parent advisory board	-.219	-.199	-.280	.055	.090	.081	.065	.097	-.039	.000	-.019	-.104
School newsletter	-.129	-.400	-.328	.063	.021	-.094	.020	.082	.269	.091	-.026	-.023
Positive cards, calls and notes	-.034	-.209	-.250	-.169	.085	.125	-.087	-.042	.067	.230	.095	.148
Use of community resource people	-.116	.021	-.120	-.070	.074	.078	.133	.058	.219	.325	.409	.179
Parent questionnaires or surveys	-.035	-.060	-.127	-.022	-.096	.111	.167	.204	.569	.113	.111	.157
Articles in local newspaper	-.192	-.096	-.405	-.493	-.015	-.177	.287	.309	.191	-.024	.207	.228
Progress report	-.332	-.342	-.312	-.273	-.068	-.029	-.232	-.033	-.315	-.151	-.197	-.217

TABLE 108

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF DECIDING AND THE OPERATING FUNCTIONS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Operating Functions	Deciding Staff	Parents	Nonparents
Analysis	-.064	.013	.051
Communication	-.098	.028	.094
Involvement	-.207	.019	.104
Resolution	-.107	.058	.031

Table 109 reports the data regarding the correlations between the control function of planning and operating functions for the programmatic activities as perceived by staff, parents, and nonparents. A moderate correlation, r = +.425, was indicated by the parents as showing a relationship between who is responsible for planning for the activity, "parent-teacher conferences," in the home-school-community relations program and the operating function of analysis. Table 110 reports the mean correlations between the control function of planning and the operating function for the programmatic activities.

Table 111 reports the data regarding the correlations between the control function of conducting and the operating functions for the programmatic activities as perceived by staff, parents, and nonparents. A moderate correlation, r = +.571, was indicated by the parents as showing

TABLE 109

CORRELATIONS BETWEEN THE CONTROL FUNCTION OF PLANNING AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Operating Functions / Programmatic Activities	Staff N=24				Planning Parents N=41				Nonparents N=30			
	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
PTO	-.332	-.367	-.383	-.257	-.068	.010	.040	-.044	.012	-.098	-.002	.043
Parent-teacher conferences	.077	.070	.010	.119	.425	.344	.237	.324	-.024	-.086	-.161	-.298
Volunteer aide program	.280	.173	.004	-.096	-.182	-.073	-.233	-.073	-.041	.091	.026	-.167
Christmas and Spring music programs	-.402	-.328	-.318	-.318	.266	.124	-.062	.220	.298	.013	.083	.303
Parent advisory board	-.294	-.244	-.165	-.052	.174	.228	.056	.169	-.208	-.013	-.055	-.159
School newsletter	-.017	-.074	-.042	-.053	-.010	.112	.201	-.015	.041	-.134	-.016	-.022
Positive cards, calls and notes	.064	-.142	-.164	-.078	.116	.110	-.079	.018	-.036	-.142	-.291	-.051
Use of community resource people	-.098	.046	-.099	-.046	-.035	-.055	.102	.015	-.034	.067	.086	-.076
Parent questionnaires or surveys	.175	.222	.105	.176	-.157	.073	.166	.126	.408	.281	.313	.204
Articles in local newspaper	-.201	-.024	-.162	-.184	-.071	.228	.233	.244	.012	-.266	-.036	-.243
Progress report	.045	.084	-.120	.008	.202	.383	.130	-.029	.196	-.023	.054	.168

a relationship between who is responsible for conducting the activity, "progress report," in the home-school-community relations program and the operating function of communication.

TABLE 110

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF PLANNING AND THE OPERATING FUNCTIONS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Planning		
Operating Functions	Staff	Parents	Nonparents
Analysis	-.067	.063	.060
Communication	-.056	.138	-.028
Involvement	-.124	.073	.000
Resolution	-.072	.089	-.027

Table 112 reports the mean correlation between the control function of conducting and the operating functions for the programmatic activities.

TABLE 112

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF CONDUCTING AND THE OPERATING FUNCTIONS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Conducting		
Operating Functions	Staff	Parents	Nonparents
Analysis	-.096	.089	.024
Communication	-.119	.156	.052
Involvement	-.077	.153	.037
Resolution	-.102	.219	-.071

TABLE 111

CORRELATIONS BETWEEN THE CONTROL FUNCTIONS OF CONDUCTING AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Operating Functions	Staff N=24				Conducting Parents N=41				Nonparents N=30			
Programmatic Activities	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
PTO	-.205	-.319	-.245	-.025	.051	-.314	.109	-.104	.213	.032	.004	-.167
Parent-teacher conferences	.070	.038	.124	.130	.000	.205	.286	.472	-.075	.180	-.005	.259
Volunteer aide program	.004	-.102	.037	-.188	.111	.189	-.106	.301	.043	.233	.275	-.002
Christmas and Spring music programs	-.428	-.354	-.321	-.369	.060	-.048	-.153	.022	.010	.088	.071	.000
Parent advisory board	-.343	-.398	-.111	-.345	.105	.069	.048	.257	-.411	-.322	-.355	-.510
School newsletter	.042	.005	.080	-.052	-.182	.198	.242	.032	.295	.241	.288	.179
Positive cards, calls and notes	.064	-.142	-.164	-.078	.131	.272	.058	.240	-.141	-.161	-.280	-.292
Use of community resource people	-.173	.000	-.246	-.266	-.048	-.049	.193	.069	.060	.047	.225	-.022
Parent questionnaires or surveys	-.063	.046	-.002	.125	.286	.303	.208	.369	.243	.236	.117	-.157
Articles in local newspaper	-.117	-.030	-.059	-.106	.002	.233	.279	.337	-.058	-.244	-.200	-.182
Progress report	.143	-.008	.107	.090	.431	.571	.467	.351	.092	.243	.271	.171

Table 113 reports the data regarding the correlations between the control function of coordinating and the operating functions for the programmatic activities as perceived by staff, parents, and nonparents. A moderate negative correlation, r = -.518, was indicated by the staff as showing the opposite relationship between who is responsible for coordinating the activity, "parent-teacher conferences," in the home-school-community relations program and the operating function of communication. Table 114 reports the mean correlations between the control function of coordinating and the operating functions for the programmatic activities.

TABLE 114

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF COORDINATING AND THE OPERATING FUNCTIONS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

	Coordinating		
Operating Functions	Staff	Parents	Nonparents
Analysis	-.071	.093	.076
Communication	-.137	.108	.019
Involvement	-.151	.093	-.021
Resolution	-.078	.144	-.048

Table 115 reports the data regarding the correlations between the control function of evaluating and the operating functions for the programmatic activities as perceived by staff, parents, and nonparents. A moderate correlation, r = +.458, was indicated by the nonparents as

TABLE 113

CORRELATIONS BETWEEN THE CONTROL FUNCTION OF COORDINATING AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Operating Functions / Programmatic Activities	Staff N=24				Coordinating Parents N=41				Nonparents N=30			
	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involverent	Resolution	Analysis	Communication	Involvement	Resolution
PTO	.005	.031	-.406	.104	.246	-.042	.047	.035	-.074	-.078	-.485	-.460
Parent-teacher conferences	-.295	-.518	-.303	.056	.331	.304	.274	.396	.315	.108	-.032	-.023
Volunteer aide program	-.059	-.210	-.090	-.221	.298	.225	-.033	.395	.154	-.026	-.103	.065
Christmas and Spring music programs	-.438	-.397	-.392	-.322	.092	-.037	.040	.017	.170	.061	.132	.219
Parent advisory board	-.310	-.359	-.205	-.342	-.182	.112	-.038	-.061	-.062	.031	.039	-.084
School newsletter	.297	-.145	.004	.105	-.242	-.055	-.084	.000	.375	.147	-.002	.135
Positive cards, calls and notes	.024	-.158	-.188	-.108	.124	.019	-.114	.032	-.147	.076	-.031	-.006
Use of community resource people	-.173	.042	-.188	-.280	-.169	.016	.165	.071	-.130	-.047	.115	-.295
Parent questionnaires or surveys	.139	.189	.106	.170	.306	.244	.321	.372	.292	.126	.157	.020
Articles in local newspaper	-.177	-.016	-.091	-.128	-.134	.243	.208	.217	-.082	-.308	-.103	-.158
Progress report	.249	.121	.143	.143	.317	.143	.210	.055	-.016	.126	.123	.104

TABLE 115

CORRELATIONS BETWEEN THE CONTROL FUNCTION OF EVALUATING AND THE OPERATING FUNCTIONS AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS FOR THE PROGRAMMATIC ACTIVITIES

Operating Functions / Programmatic Activities	Staff N=24				Evaluating Parents N=41				Nonparents N=30			
	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution	Analysis	Communication	Involvement	Resolution
PTO	-.213	-.054	-.083	.015	-.022	-.127	-.137	-.183	.000	.248	.082	.179
Parent-teacher conferences	-.064	.038	-.298	-.161	.049	.066	.090	.091	-.093	-.075	-.088	-.104
Volunteer aide program	-.243	-.250	-.233	-.360	-.079	-.126	-.250	-.002	-.431	-.364	-.372	-.429
Christmas and Spring music programs	-.042	.075	.013	.173	-.156	-.247	-.008	-.114	-.219	-.362	-.161	-.320
Parent advisory board	-.032	.063	.065	.054	.044	-.030	.000	-.017	.048	.173	.123	-.076
School newsletter	-.245	-.274	-.340	-.145	-.196	-.220	-.256	-.156	.349	.019	.197	.421
Positive cards, calls and notes	-.231	-.279	-.356	-.166	.009	-.091	-.079	-.156	.039	.075	.124	.231
Use of community resource people	-.201	-.220	-.298	-.444	.033	-.047	-.011	-.160	-.234	-.085	.075	-.196
Parent questionnaires or surveys	.229	-.115	-.002	.005	-.231	.064	.133	.002	.294	.394	.458	.169
Articles in local newspaper	-.125	.190	-.108	-.201	.009	-.126	.248	.256	.199	-.056	-.030	-.113
Progress report	-.064	-.004	-.142	-.054	.407	.135	.232	.027	.302	.126	.237	.312

showing a relationship between who is responsible for evaluating the activity, "parent questionnaires or surveys," in the home-school-community relations program and the operating function of involvement. Two cells were found showing no correlations. A correlation, r = ±.000, was indicated by the nonparents as not showing a relationship between the control function of evaluating the activity, "PTO," and the operating function of analysis in the home-school-community relations program. A correlation, r = ±.000, was indicated by the parents as not showing a relationship between the control function of evaluating the activity, "parent advisory board," in the home-school-community relations program and the operating function of involvement. Table 116 reports the mean correlations between the control function of evaluating and the operating functions for the programmatic activities.

TABLE 116

MEAN CORRELATIONS BETWEEN THE CONTROL FUNCTION OF EVALUATING AND THE OPERATING FUNCTIONS FOR THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Operating Functions	Evaluating Staff	Parents	Nonparents
Analysis	-.113	-.011	.023
Communication	-.077	-.052	.008
Involvement	-.165	-.004	.061
Resolution	-.121	-.037	.007

The following section presents the data and findings of significant mean differences for the ancillary questions as found between staff, parents, and nonparents in terms of programmatic and nonprogrammatic activities.

Ancillary Question 1:

> What are the mean differences between the importance of the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

Table 117 reports the data regarding the mean differences between the importance of the nonprogrammatic activities as perceived by staff, parents, and nonparents. The greatest significant difference ($p < .01$) was found between the parents and nonparents for the activity, the "staff works well together planning activities for children." The parents and staff and nonparents also indicated a significant difference between their perceptions of the importance of the activity, "parent visits to the school." The staff and parents reported a significant difference between their perceptions of the importance of the activity, "the school facilities serve as a community resource."

Table 118 reports the data regarding the mean differences between the importance of the programmatic activities as perceived by staff, parents, and nonparents. The greatest significant difference ($\underline{p} = .001$) was found between the parents and nonparents for the activity, "progress report." The staff and parents indicated a significant difference in their perceptions of the importance of the activity, "Christmas and Spring music programs." Staff and nonparents reported significant differences between their perceptions of the importance of the activities, "volunteer

TABLE 117

MEAN DIFFERENCES BETWEEN THE IMPORTANCE OF THE NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Nonprogrammatic Activities	Staff-Parents	Staff-Nonparents	Parents Nonparents
Parent visits to the school	0	.4*	.4*
Students' enthusiasm in school activities	.3	0	.3
School facilities serve as a community resource	.6*	.3	.3
Staff generates a feeling of warmth	0	.3	.3
Parents demonstrate support for the school	.1	.3	.2
Staff generates a positive atmosphere	.1	.3	.2
Principal and staff response to parent calls	.4	.2	.2
Parents have access to staff	.3	0	.3
Staff generates rapport between themselves and parents	0	.2	.2
Staff works well together planning activities for children	.4	.1	.6**

* Significant at $p < .05$
** Significant at $p < .01$

TABLE 118

MEAN DIFFERENCES BETWEEN THE IMPORTANCE OF THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Programmatic Activities	Staff-Parents	Staff-Nonparents	Parents-Nonparents
PTO	.1	.27	.17
Parent-teacher conferences	.2	.3	.5*
Volunteer aide program	.3	.5*	.8***
Christmas and Spring music programs	.6*	.2	.4
Parent advisory board	.1	0	.1
School newsletter	.3	0	.3
Positive cards, calls, and notes	.3	.1	.4
Use of community resource people	.2	.2	.2
Parent questionnaires or surveys	.3	.5*	.2
Articles in local newspaper	.3	.1	.2
Progress report	.8**	.5	.3

* Significant at $p < .05$
** Significant at $p = .01$
***Significant at $p = .001$

aide program," and "parent questionnaires or surveys." The parents and nonparents indicated a significant difference between their perceptions of the activity, "parent-teacher conferences."

Ancillary Question 2:

> What are the mean differences between the effectiveness of the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

Table 119 reports the data regarding the mean differences between the effectiveness of the nonprogrammatic activities as perceived by staff, parents, and nonparents. Two cells were found to be significant at $\underline{p} < .05$ level. The significant differences were between the staff and the parents and the staff and nonparents for the activity, "parent visits to the school."

Table 120 reports the data regarding the mean differences between the effectiveness of the programmatic activities as perceived by staff, parents, and nonparents. The greatest significant difference ($\underline{p} < .001$) was found between the staff and nonparents and staff and parents for the activity, "progress report." Staff and nonparents reported a significant difference between their perception of the effectiveness of the activity, "PTO."

Summary

This chapter presented the analysis of the data. The analysis included results regarding the programmatic and nonprogrammatic activities in a school's home-school-community relations program. Priority rankings and relationships between the control functions, operating

TABLE 119

MEAN DIFFERENCES BETWEEN THE EFFECTIVENESS OF THE NONPROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Nonprogrammatic Activities	Staff Parents	Staff-Nonparents	Parents Nonparents
Parent visits to the school	.5*	.5*	0
Students' enthusiasm in school activities	0	.1	.1
School facilities serve as a community resource	.2	.3	.1
Staff generates a feeling of warmth	.3	.2	.1
Parents demonstrate support for the school	.36	.26	.1
Staff generates a positive atmosphere	.1	.1	.2
Principal and staff response to parent calls	.3	0	.3
Parents have access to staff	.2	.27	.07
Staff generates rapport between themselves and parents	.36	.06	.3
Staff works well together planning activities for children	.4	.1	.3

* Significant at $p < .05$

TABLE 120

MEAN DIFFERENCES BETWEEN THE EFFECTIVENESS OF THE PROGRAMMATIC ACTIVITIES AS PERCEIVED BY STAFF, PARENTS, AND NONPARENTS

Programmatic Activities	Staff-Parents	Staff-Nonparents	Parents-Nonparents
PTO	.4	.6*	.2
Parent-teacher conferences	0	.17	.17
Volunteer aide program	.2	.1	.3
Christmas and Spring music programs	.3	.1	.4
Parent advisory board	.3	.2	.1
School newsletter	.2	.1	.1
Positive cards, calls, and notes	.3	0	.3
Use of community resource people	.1	.1	0
Parent questionnaires or surveys	0	.1	.1
Articles in local newspaper	.13	.2	.33
Progress report	1.0**	1.0***	0

* Significant at $p < .05$
** Significant at $p = .001$
***Significant at $p < .001$

functions, primary interaction patterns, importance, and effectiveness of each activity were discussed and presented as perceived by staff, parents, and nonparents. Significant differences between staff, parents, and nonparents were discussed and presented in relation to the importance and the effectiveness of the programmatic and nonprogrammatic activities in a school's home-school-community relations program.

CHAPTER IV

SUMMARY OF THE FINDINGS, CONCLUSIONS, AND IMPLICATIONS

As specified in Chapter II of this document the conceptual framework of the study utilized the theoretical framework developed by Bowles, Fruth, and Moser. The study was conducted in a single school district using interviews and questionnaires as means of answering fourteen research questions and two ancillary questions developed from the home-school-community relations literature and research.

This chapter includes a summary of the findings, conclusions, and implications. The findings and conclusions are explained utilizing the research and ancillary questions. The chapter concludes with implications for further research and for practice.

Research Questions:

1. What are the programmatic and nonprogrammatic home-school-community relations activities as perceived by staff, parents, and nonparents?
2. What is the priority ranking of each activity in terms of the operating functions of analysis, communication, involvement, and resolution as perceived by staff, parents, and nonparents?
3. What is the intended interaction of each activity in terms of the primary interaction patterns as perceived by staff, parents, and nonparents?
4. Who is primarily responsible for each of the control functions for the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?
5. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the control functions as perceived by staff, parents, and nonparents?
6. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the control functions as perceived by staff, parents, and nonparents?

7. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents?

8. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents?

9. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents?

10. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents?

11. What is the relationship between the importance and effectiveness for each of the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

12. What is the relationship between the control functions and the primary interaction patterns as perceived by staff, parents, and nonparents?

13. What is the relationship between the primary interaction patterns and the operating functions as perceived by staff, parents, and nonparents?

14. What is the relationship between the control functions and the operating functions as perceived by staff, parents, and nonparents?

Ancillary Questions:

1. What are the mean differences between the importance of each programmatic and nonprogrammatic activity as perceived by staff, parents, and nonparents?

2. What are the mean differences between the effectiveness of each programmatic and nonprogrammatic activity as perceived by staff, parents, and nonparents?

Summary of Findings

The findings of the study are presented regarding each research and ancillary question.

1. What are the programmatic and nonprogrammatic home-school-community relations activities as perceived by staff, parents, and nonparents?

The staff, parents, and nonparents interviewed in this study identified fifty-three programmatic and fifty-three nonprogrammatic activities in the school's home-school-community relations program. The programmatic activities identified most frequently were:

a. PTO
b. Parent-teacher conferences
c. Volunteer aide program
d. Christmas and Spring music programs
e. Parent advisory board
f. School newsletter
g. Positive cards, calls, or notes
h. Use of community resource people for instruction
i. Parent questionnaires or surveys
j. Articles about school in local newspaper
k. Progress report

The nonprogrammatic activities identified most frequently were:

a. The school staff encourages parents to visit, observe, and talk with teachers.
b. Students display their enthusiasm and involvement in the many activities provided for them.
c. The school facilities function as a community resource.
d. The staff generates a feeling of warmth and friendliness toward all who enter the school.
e. Parents demonstrate their positive support for the school through their willingness to become involved in the school's programs and activities.
f. The staff generates a comfortable, non-threatening, positive atmosphere toward students, parents, and visitors.
g. The principal and teachers respond to parent calls the same day or within a reasonable amount of time.
h. Parents have easy access to the principal and teachers about concerns no matter how trivial.
i. The staff generates rapport and a feeling of mutual respect between themselves and parents.
j. The staff works well together in planning activities for children.

2. What is the priority ranking of each activity in terms of the operating functions of analysis, communication, involvement, and resolution as perceived by staff, parents, and nonparents?

The examination of the priority rankings of the operating functions in terms of the nonprogrammatic activities showed that the staff and nonparents ranked most of the activities as involvement of individuals or groups within the school. The parents indicated that the activities were essentially directed toward communicating with the various subpublics of the school.

Staff, parents, and nonparents all indicated that the programmatic activities were primarily for the purpose of communicating with the various subpublics within the school's attendance area.

3. What is the intended interaction of each activity in terms of the primary interaction patterns as perceived by staff, parents, and nonparents?

a. Intended interaction/nonprogrammatic activities.

The staff indicated that the primary focus of the nonprogrammatic activities was the interaction between the school and the home. The parents reported the focus of interaction was primarily between the school and child, and the school and home. The nonparents indicated the focus of interaction as being between the school and child.

b. Intended interaction/programmatic activities

The staff, parents, and nonparents indicated that the primary focus of the programmatic activities was the interaction between the school and home.

4. Who is primarily responsible for each of the control functions for the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents.

The role incumbents' responsibilities in conducting or carrying out the nonprogrammatic activities in the home-school-community relations program as perceived by the staff resulted in the following:

a. Conducting or carrying out/nonprogrammatic activities.

Teachers were primarily responsible for conducting or carrying out the majority of the nonprogrammatic activities, followed by the I & R Unit and principal as perceived by the staff. Parents indicated that the principal was primarily responsible for conducting the nonprogrammatic activities, followed by the teachers and the I & R Unit. Nonparents indicated that the principal was primarily responsible for conducting the nonprogrammatic activities, followed by teachers, and the I & R Unit.

b. The decision to include/programmatic activities.

The role incumbents' responsibilities in conducting or carrying out the programmatic activities in the home-school-community relations program as perceived by staff, parents, and nonparents resulted in the following findings. The staff indicated that teachers were the primary decision makers, followed by the I & R Unit and principal. The parents indicated that the principal was the primary decision maker, followed by the teachers. The nonparents indicated that the principal was the primary decision maker, followed by the superintendent-central office, and the IIC.

c. Planning/programmatic activities.

The staff indicated that teachers were primarily responsible for planning the programmatic activities, followed by the I & R Unit, principal, other parent groups, and others. The parents indicated that the principal was primarily responsible for planning the programmatic activities, followed by the teachers, and the I & R Unit. The nonparents indicated that the principal was primarily responsible for planning for the programmatic activities, followed by the superintendent-central office, teachers, and the IIC. Little agreement on who was responsible for planning the activities was found by nonparents.

d. Conducting or carrying out/programmatic activities.

The teachers were primarily responsible for carrying out the programmatic activities, followed by the I & R Unit, parent advisory board, and other parent group according to the staff. Parents indicated that teachers were responsible for conducting the programmatic activities, followed by the principal, and I & R Unit. Nonparents indicated that teachers were responsible for conducting the programmatic activities, followed by the principal, and I & R Unit.

e. Coordinating or supervising/programmatic activities.

The staff indicated that the teachers were responsible for coordinating the programmatic activities followed by the I & R Unit, and principal. The parents indicated that the principal was responsible for coordinating the programmatic activities, followed by the unit leaders, teachers, and I & R Unit. Nonparents indicated that the principal was responsible for coordinating the programmatic activities, followed by the teachers.

f. Assessing or evaluating/programmatic activities.

The staff indicated that the teachers were responsible for assessing the programmatic activities, followed by the I & R Unit, and others. Only a small percentage of parents indicated that the principal was responsible for assessing the programmatic activities followed by I & R Unit, and teachers. The nonparents indicated that the principal was responsible for assessing the programmatic activities, followed by the IIC, and the parent advisory board.

5. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the control functions as perceived by staff, parents, and nonparents?

a. Importance and control function/nonprogrammatic activities.

The examination of the relationships between the importance of the nonprogrammatic activities and the control function of conducting showed no significant relationships.

b. Importance and control function/programmatic activities.

No significant relationships were indicated by the staff, parents, or nonparents between the importance of the programmatic activities and the control functions of deciding, planning, conducting, coordinating, and evaluating.

6. What is the relationship between the effectivness of the programmatic and nonprogrammatic activities and the control functions as perceived by staff, parents, and nonparents?

a. Effectiveness and control function/nonprogrammatic activities.

No significant relationships were reported by the staff, parents, or nonparents between the effectiveness of the nonprogrammatic activities and the control function of conducting.

b. Effectiveness and control functions/programmatic activities.

No significant relationships were indicated by the staff, parents, or nonparents between the effectiveness of the programmatic activities and the control functions.

7. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents?

a. Importance and operating functions/nonprogrammatic activities.

No significant relationships were reported by the staff, parents, or nonparents between the importance of the nonprogrammatic activities and the operating functions.

b. Importance and operating functions/programmatic activities.

No significant relationships were reported by the staff between the importance of the programmatic activities and the operating functions. A significant relationship was reported by the parents between the importance of the activity, "parent advisory board," and the operating function of analysis. The nonparents indicated a significant relationship between the activity, "use of community resource people," and the operating function of involvement.

8. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the operating functions as perceived by staff, parents, and nonparents?

a. Effectiveness and operating functions/nonprogrammatic activities.

Several significant relationships were reported by the staff for the effectiveness of the nonprogrammatic activities, "parents demonstrate support for the school," and "the staff generates a positive atmosphere" and the operating functions of analysis, communication, involvement, and resolution. In addition, a significant relationship was found between the effectiveness of the activity, "the staff generates rapport between themselves and parents", and the operating function of resolution.

The parents reported a significant relationship between the effectiveness of the nonprogrammatic activity, "the staff generates a feeling of warmth", and the operating function of resolution.

The nonparents indicated a significant relationship between the effectiveness of the nonprogrammatic activity, "the staff generates a positive atmosphere", and the operating function of involvement.

b. Effectiveness and operating functions/programmatic activities.

Several significant relationships were indicated by the staff, parents, and nonparents between the effectiveness of the programmatic activities and the operating functions. The staff and parents reported significant relationships between the activity, "parent advisory board", and the operating functions of analysis, communication, involvement, and resolution.

9. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the interaction patterns as perceived by staff, parents, and nonparents?

a. Importance and intended interaction/nonprogrammatic activities.

The parents reported a significant relationship between the importance of the activity, "the staff works well together planning activities for children", and the school's intended interaction with the home.

No significant relationships were reported by the nonparents for the importance of the nonprogrammatic activities and the intended interaction patterns of the school.

b. Importance and intended interaction/programmatic activities.

Several significant relationships were reported by the parents and nonparents mainly between the importance of the programmatic activities and the school's intended interaction with the home. Only moderate relationships were reported by the staff between the importance of the programmatic activities and the intended interaction with the home.

10. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the primary interaction patterns as perceived by staff, parents, and nonparents?

a. Effectiveness and intended interaction/nonprogrammatic activities.

A number of significant relationships were indicated by the staff and parents between the effectiveness of the nonprogrammatic activities and the school's intended interaction with the home. Several moderate relationships were reported by the nonparents between the effectiveness of the activities and the intended interaction of the school with the home.

b. Effectiveness and intended interaction/programmatic activities.

Most of the significant relationships shown by the staff, parents, and nonparents were between the effectiveness of the programmatic activities and the intended interaction between the school and child and the school and home. No significant relationships were reported by the nonparents between the effectiveness of the programmatic activities and the school's intended interaction with the child.

11. What is the relationship between the importance and effectiveness for each of the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

a. Importance and effectiveness/nonprogrammatic activities.

Most of the moderate and significant relationships found were reported by the staff between the importance of the nonprogrammatic activities and the effectiveness of the nonprogrammatic activities. The parents' perceptions of the relationship between the importance and effectiveness of the nonprogrammatic activities was less than the staff, while the nonparent responses indicated little relationship between the importance and effectiveness of the activities.

b. Importance and effectiveness/programmatic activities.

For the programmatic activity, "volunteer aide program," significant relationships between the importance and effectiveness of the activity were indicated by the staff, parents, and nonparents. Significant agreement was also found between the importance and effectivness of the activity, "Christmas and Spring music programs," by the staff and parents. The staff and nonparents reported a significant relationship between the importance of the activity, "school newsletter," and its effectiveness. With the exception of the three items mentioned for the programmatic activities, all respondent groups were similar in their perceptions between the importance and effectiveness of the activities.

12. What is the relationship between the control functions and the primary interaction patterns as perceived by staff, parents, and nonparents?

a. Control functions and intended interaction/programmatic activities.

No significant relationships were reported by the staff, parents, or nonparents for the control function of conducting and the primary interaction patterns for the nonprogrammatic activities.

b. Control functions and intended interaction/programmatic activities.

No significant relationships were indicated between the control functions of deciding, planning, conducting, coordinating, and evaluating and the primary interactions between the child, school, attendance area, and total school district for the programmatic activities.

13. What is the relationship between the primary interaction patterns and the operating functions as perceived by staff, parents, and nonparents?

a. Analysis and primary interaction patterns/nonprogrammatic activities.

Only the staff indicated significant relationships between the operating function of analysis and the primary interaction patterns for the nonprogrammatic activities. Significant relationships were found between the activity, "parents demonstrate support for the school", and the school's intended interaction with the child, and the home.

b. Communication and intended interaction/nonprogrammatic activities.

Significant relationships were reported by the staff and parents between communication and primary interaction patterns. Significant relationships were found between the nonprogrammatic activities, "the staff generates a feeling of warmth," "the staff generates a positive atmosphere," and "the staff works well together planning activities for children," and the school's intended interaction with the home.

c. Involvement and intended interaction/nonprogrammatic activities.

No significant relationships were indicated by the nonparents between the involvement of individuals or groups in the school's home-school-community relations program and the intended interaction with the community. Significant relationships were found by the staff for the activity, "school facilities serve as a community resource," and the intended interaction of the school with the school's attendance area, and the total school district. Another significant relationship was shown between the activity, "parents demonstrate support for the school," and the school's intended interaction with the home. The parents indicated a significant relationship between the operating function of involvement and the school's intended interaction with the attendance area for the activity, "the staff generates a positive atmosphere."

d. Resolution and intended interaction/nonprogrammatic activities.

Several significant relationships were indicated by the staff, parents, and nonparents between the operating function of resolution and the primary interaction patterns for the nonprogrammatic activities.

e. Analysis and intended interaction/programmatic activities.

The nonparents reported more significant relationships than the staff and parents on this item. Significant relationships were found by the nonparents between the activity, "volunteer aide program," and the school's intended interaction with the child, home, and the attendance area. Also, a significant relationship was reported between the activity, "articles in the local newspaper," and the intended interaction with the child.

f. Communication and intended interaction/programmatic activities.

Several significant relationships were reported by the staff, parents, and nonparents. The relationships were primarily between communicating the activities and the intended interactions with the home and the attendance area.

g. Involvement and intended interaction/programmatic activities.

The most significant relationships were indicated by the nonparents between involvement in the activity, "volunteer aide program," and the school's intended interaction with the child, attendance area, and the total school district. The staff reported a significant relationship between involvement in the activity, "parent advisory board," and the intended interaction with the home.

h. Resolution and intended interaction/programmatic activities.

Significant relationships were indicated by the staff between resolution of conflict in the activities, "parent-teacher conferences," "parent advisory board," and "progress report," and the school's intended intereaction with the home.

14. What is the relationship between the control functions and the operating functions as perceived by staff, parents, and nonparents?

a. Control function and operating functions/nonprogrammatic activities.

No significant relationships were indicated by the staff, parents, or nonparents between the control function of conducting and the operating functions of analysis, communication, involvement, and resolution.

b. Control functions and operating functions/programmatic activities.

No significant relationships were reported by the staff, parents, or nonparents between the control functions of deciding, planning, conducting, coordinating, and evaluating and the operating functions of analysis, communication, involvement, and resolution.

Ancillary Questions

1. What are the mean differences between the importance of the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

a. Importance/nonprogrammatic activities.

Most of the nonprogrammatic activities perceived by the staff and parents were in agreement as to the importance of these activities in the school's home-school-community relations program. A significant difference was found between the staff and parents for the activity, "school facilities serve as a community resource." The staff and nonparents also had agreement as to the importance of the nonprogrammatic activities except for the activity, "parent visits to the school." Similarly, agreement was found between parents and nonparents for the importance of the nonprogrammatic activities except for the activities, "parent visits to the school," and "the staff works well together planning activities for children."

b. Importance/programmatic activities.

Staff and parents indicated agreement on the importance of the programmatic activities except for the activities, "Christmas and Spring music programs," and "progress report." Staff and nonparents agreed upon the importance of most of the programmatic activities except for the activities, "volunteer aide program," and "parent questionnaires or surveys." Finally, parents and nonparents agreed upon the importance of the programmatic activities except for the activities, "parent-teacher conferences," and "volunteer aide program."

2. What are the mean differences between the effectiveness of the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

a. Effectiveness/nonprogrammatic activities.

All groups reported agreement upon the effectiveness of the nonprogrammatic activities except between staff and parents and staff and nonparents for the activity, "parents visits to the school."

b. Effectiveness/programmatic activities.

All groups indicated agreement upon the effectiveness of the programmatic activities except staff and parents and staff and nonparents for the activity, "progress report," and staff and nonparents for the activity, "PTO."

Conclusions of the Study

The conclusions of this study are presented in this section using the research questions as a format.

1. What are the programmatic and nonprogrammatic home-school-community relations activities as perceived by staff, parents, and nonparents?

The home-school-community relations program was viewed by all subpublics as composed of both programmatic and nonprogrammatic activities. Generally the staff and parents agreed on the composition of the programmatic and nonprogrammatic activities. Nonparents were more aware of the programmatic than nonprogrammatic activities which leads to the conclusion that nonprogrammatic activities are less tangible and visible and therefore not as readily recognizable by community subpublics other than staff and parents.

2. What is the priority ranking of each activity in terms of the operating functions of analysis, communication, involvement, and resolution as perceived by staff, parents, and nonparents?

Although the school staff placed high priority on communication and involvement in both the programmatic and nonprogrammatic activities, it is evident that little effort and resources are expended to conduct accurate analysis of the community. According to Bowles, Fruth, and Moser (1976), inaccurate analysis may lead to questionable communication, involvement, and resolution practices. As a result of the low priority given the operating function of analysis, the effectiveness of the communication, involvement, and resolution practices may be questionable.

3. What is the intended interaction of each activity in terms of the primary interaction patterns as perceived by staff, parents, and nonparents?

Bowles, Fruth, and Moser (1976) stated that the primary interaction patterns are between: 1) the teacher and child, 2) the I & R Unit and the home, 3) the principal/IIC and the school community, and 4) the administration/SPC and the district community.

The staff, parents, and nonparents all indicated that the primary interaction patterns were between the school and the child, and the school and the home. The strongest interaction was between the school and the home. This is similar to the results reported in the Krupa (1976).

4. Who is primarily responsible for each of the control functions for the programmatic and nonprogrammatic activities as perceived by staff, parents, and nonparents?

From the boundary spanning literature, Leifer (1974) indicated that open organizations will have a higher proportion of boundary spanning activities at more levels. The staff, parents, and nonparents reported that the principal, teachers, and I & R Unit were all involved in deciding, planning, conducting, coordinating, and evaluating the programmatic and nonprogrammatic activities. Lipham and Fruth (1976) have stated that in complex organizations such as the school, more than one role incumbent is involved in the decision-making process. This generalization was verified by the staff for most of the control functions. Due to the lack of agreement across all respondent groups regarding who is responsible for the control functions, it can be concluded that the home-school-community relations program is not well planned, well organized, or visible. Krupa (1976, p. 124) indicated the same result from his study. It should be noted, however, that the staff see themselves as primarily responsible for the programmatic and nonprogrammatic activities in relation to the control functions, whereas, the parents and nonparents see the principal as being primarily responsible for the control functions. This leads to the following conclusion that the role definitions regarding the control functions are not clearly understood by the parents and nonparents. There is a clear difference of opinion between the parents and nonparents on the one hand and the staff on the other regarding the major responsibilities for the control functions.

5. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the control functions?

The data reported by the staff, parents, and nonparents indicated very weak relationships between the importance of the programmatic and nonprogrammatic activities and the control functions. The conclusion drawn from this is that the importance of an activity does not depend upon the control functions of deciding, planning, conducting, coordinating, and evaluating the programmatic and nonprogrammatic activities.

6. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the control functions?

Very weak relationships were reported between the effectiveness of the activities and the control functions. The conclusion is that the effectiveness of the programmatic and nonprogrammatic activities is not dependent upon the control functions of deciding, planning, conducting, coordinating, and evaluating.

7. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the operating functions?

The programmatic and nonprogrammatic activities in the home-school-community relations program were viewed by staff, parents, and nonparents as important in relation to the operating functions. More importance was placed upon the operating functions of communication and involvement which leads to the conclusion that the school is more aware of, and places more emphasis upon, communicating with and involving individuals in the various activities than in analyzing the school community and resolving conflict.

8. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the operating functions?

The staff viewed those activities related to the operating functions of communication, involvement, and resolution as more effective than analysis, while parents and nonparents viewed the programmatic activities concerned with the operating functions of communication and involvement as most effective. Parents and nonparents differed as to the effectiveness of the nonprogrammatic activities. Parents viewed the activities dealing with the operating functions of communication and resolution as most effective, while nonparents indicated the activities related to the operating functions of involvement and resolution as most effective. The conclusion drawn from this is that all respondent groups, with some minor differences, view those activities dealing with the operating functions of communication, involvement, and resolution as the most effective activities in the home-school-community relations program. This would raise some question as to the effectiveness of community analysis.

9. What is the relationship between the importance of the programmatic and nonprogrammatic activities and the primary interaction patterns?

The analysis of the data revealed no relationship between the importance of the activities and their intended interactions. As a result of this, it can be concluded that staff, parents, and nonparents do not perceived those activities intended to interact with the child as more or less important than those intended for the home, attendance area, or total school district.

10. What is the relationship between the effectiveness of the programmatic and nonprogrammatic activities and the primary interaction patterns?

Moderate to strong relationships were found for the programmatic and nonprogrammatic activities and the intended interaction between the school and the home. This leads to the conclusion that all respondent groups generally agree that the activities intended to interact with the home are the most effective activities in the home-school-community relations program.

11. What is the relationship between the importance and effectiveness for each of the programmatic and nonprogrammatic activities?

The data reported by the staff indicated a moderate relationship between the importance and effectiveness of the nonprogrammatic activities. The parents reported less of a relationship between the importance and effectiveness of the activities, while the nonparents indicated a weak relationship between the importance and effectiveness of the activities. For the programmatic activities, all respondent groups reported moderate relationships between the importance and effectiveness of the activities.

The conclusion drawn for the relationship between the importance and effectiveness of the nonprogrammatic activities is that the further removed the respondent group from the school, the less important and effective are the activities. For the programmatic activities, all respondent groups were in agreement as to the moderate relationship between the importance and effectiveness of the activities. This leads to the conclusion that the more tangible and visible the activity the greater is the perception of all respondent groups as to the importance and effectiveness of that activity.

12. What is the relationship between the control functions and the primary interaction patterns?

No relationship was found to exist between deciding, planning, conducting, coordinating, and evaluating the programmatic and nonprogrammatic activities and the intended interactions of the school with the child, home, attendance area, and total school district. The conclusion drawn from this is that there is no evidence that the control functions of deciding, planning, conducting, coordinating, and evaluating will neither increase or decrease the school's interaction with the child, home, attendance area, or total school district.

13. What is the relationship between the primary interaction patterns and the operating functions?

Moderate relationships were reported by the staff between the operating function of involvement and the intended interactions of the school with the home and the school with the attendance area regarding the nonprogrammatic activities. Parents and nonparents did not perceive moderate or strong correlations for any of the operating functions in relation to the primary interaction patterns for the nonprogrammatic activities. No moderate or strong relationships were reported by staff, parents, and nonparents regarding the relationship between the primary interaction patterns and the operating functions.

This leads to the conclusion that for the operating function of involvement regarding the nonprogrammatic activities, the intended interaction of the school will be between the school and home and the school and attendance area. For the programmatic activities, it is concluded that the amount of analysis, communication, involvement, and resolution do not relate to the intended interaction of the school with the child, home, attendance area, or total school district.

14. What is the relationship between the control functions and the operating functions?

From the data it was found that little relationship exists between deciding, planning, conducting, coordinating, and evaluating the programmatic and nonprogrammatic activities and the operating functions of analysis, communication, involvement, and resolution. It is concluded that the control functions do not relate the amount of analysis, communication, involvement, and resolution which was conducted by the school with the various subpublics.

Ancillary Questions

1. What are the mean differences between the programmatic and nonprogrammatic activities?

Little difference was found between how the staff, parents, and nonparents perceived the importance of the programmatic and nonprogrammatic activities. This leads to the conclusion that most of the respondents are in general agreement as to the importance of the activities within the school's home-school-community relations program.

2. What are the mean differences between the effectiveness of the programmatic and nonprogrammatic activities?

For the programmatic and nonprogrammatic activities little disagreement was indicated by staff, parents, and nonparents. This leads to the conclusion that respondents generally perceive the objectives of the home-school-community relations program as being accomplished to some extent.

Implications of the Study

Certain implications from the findings and conclusions are presented for further research and practice.

Implications for Further Research

One of the limitations of this study was that research was conducted in only one school and its attendance area. The school was selected as having an exemplary home-school-community relations program within a homogeneous community. A previous study implied that an excellent relationship existed between the school and the school community. This study confirmed that. However, to assess the full extent of a school's home-school-community relations program, research should be conducted in two or more schools and their respective attendance areas. The schools sampled should be from different types of communities such as: 1) inert, 2) factional, 3) dominated, or 4) pluralistic. In order to generalize, particular attention should be directed toward schools without exemplary home-school-community relations programs and located in heterogeneous communities as well.

The nonprogrammatic activity, "parents have access to the staff," and two programmatic activities, "positive cards, calls, and notes," and "use of community resource people," were found to be statistically unreliable in this study. After careful examination of the data, no reasonable explanation was given for the low reliability of the items. Since the data reported on these activities were significant in several instances, further research might be conducted to determine the significance of these activities in the home-school-community relations program.

Research has been conducted on staff, parent, and nonparent subpublics, but little research has been reported regarding the child in home-school-community relations program. Bowles and Fruth indicate that children are the most important subpublic as stated in their theoretical model. This study did not directly assess the child, and a need presently exists for further research regarding the child's role in the home-school-community relations program.

Finally, the research conducted in this study was primarily directed toward finding relationships between variables as indicated by the fourteen research questions. Further research is needed for determining differences between the perceptions of the various subpublics in those research questions where moderate to strong relationships were reported. For instance, moderate relationships were found by the staff between the operating function of involvement and the primary interaction patterns of the school with the home and the school with the attendance area. A need exists to determine if the moderate relationships reported by the staff are significantly different from the relationships reported by the parents and nonparents. This additional research would aid further development of a home-school-community relations model.

Implications for Practice

If a school wishes to reach all subpublics, they might consider strategies which would enable them to do so. Due to the lack of involvement in especially some nonprogrammatic activities, the school needs to develop broader concepts of community involvement which includes nonparents in both nonprogrammatic as well as programmatic activities.

The school spends tremendous energy in involving and communicating with parents without the assurance that much of the involvement and communication is necessary or effective.

More activities are not needed to obtain an accurate analysis of the community. The staff has failed to emphasize the possible analysis functions inherent in many of the existing potential for analysis, the problem is not one of expending new resources for additional activities but rather the refocus of present activities on the operating function of analysis. If the school is in fact to develop a program of home-school-community relations rather than a series of activities, the following must occur: 1) The school must accept the operating functions as a framework from which decisions are made regarding what activities are conducted. 2) The school must insure that the activities reflect the appropriate operating functions in a sequence which will lead to the resolution of potential conflict. 3) The objectives (operating functions) of each activity should be clear to the total staff. Principals, unit leaders, and teachers should be knowledgeable regarding their roles and the responsibilities of the IIC, and I & R Units in meeting the objectives. 4) The principal and IIC must assume the overall responsibility for an ongoing assessment and evaluation of the extent to which the needs of analysis, communication, involvement, and resolution are being met through existing activities. Decisions regarding the addition of new activities or the refocus of existing activities must be made on the basis of the degree to which the program reflects a recognition of the values and attitudes of the community, the allocation of resources consistent with those values, and the resolution of potential conflict in an atmosphere of understanding and cooperation rather than one of crisis management.

Finally, this study and the study by Krupa (1976) suggest that there are a number of home-school-community relations activities currently in existence, but little evidence of a comprehensive home-school-community relations program. There is a need for research, development, and dissemination of information and materials on developing a comprehensive home-school-community relations program in support of IGE schools.

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APPENDIX A

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

NAME OF RESPONDENT ____

ADDRESS ____

TELEPHONE NUMBER ____

I. INTRODUCTION

Who you are (interviewer)

Name

Refer to letter of introduction

Refer to University of Wisconsin study affiliation

II. PURPOSE OF THE STUDY

General Purpose of the Study

To determine and classify the activities included in a school's home-school-community relations program.

To refine instrumentation for use in determining a school's home-school-community relations program.

Specific Purpose of the Study

To determine the formal and informal activities in a school's home-school-community relations program.

To classify each of the formal and informal activities into the operating functions of analysis, communication, involvement, and resolution.

To refine the Home-school-community Relations Assessment Instrument to include the formal and informal activities.

To administer the refined instrumentation to the school's staff and the selected citizens interviewed.

III. AUTHORIZATION

Refer to study authorization and letter of introduction again.

Refer to University of Wisconsin affiliation and to whom you are responsible for these interviews (Wisconsin R & D Center).

IV. USE OF THE INFORMATION

Interviews are part of a study for the interviewer's dissertation.

Information will become part of the Home-school-community Relations Project and the Wisconsin R & D Center.

Use of your name and/or quotations:

> No one will be identified by name or directly associated with quotations.
>
> Study may employ questions to illustrate its observations, findings, or conclusions but names or direct association will not be utilized.

V. WHY WE ARE INTERVIEWING YOU - HOW WE GOT YOUR NAME

List of all public officials in the _________school district including school boards and municipal, county and town officials.

List of non-parent adults who are knowledgeable and informed about public education in the local elementary school area.

List of some parents selected at random from school attendance rosters to get broader representation.

List developed from interviews of persons who have been nominated as knowledgeable and informed by others whom we have interviewed.

VI. CENTRAL - OPEN-ENDED QUESTION

What are some of the formal and informal activities in the school's home-school-community relations program?

> Allow the respondent to establish agenda - not interviewer.
>
> Note language of the system.

Have respondent operationalize responses:

Definitions (What do you mean by ...)?

Examples (Could you give me an example of what you mean by ...)?

Differences (How does ______ differ from what you experienced in another school or place)?

Changes (Specific dates); (Is it different before or after a certain event)?

Is ... should? (Now, what do you think it should be like)?

Quotations

Places

Names (Who are some others who would be knowledgeable or informed about ________? Or what do you mean by they?)

As you may know there are a number of home-school-community relations activities carried on by the school. What are some of the formal activities? Informal activities?

Are there activities that are used to acquire facts regarding problems, community educational preferences, or to identify groups and individuals whose interests and actions most affect the school program?

Are there activities that are used to disseminate information to, or exchange information with, parents or other communty members?

Are there activities that are used to involve parents or other community members in assisting the school with instruction, recreation, program development or decisions and evaluation?

Are there activities that are used to persuade, work out a compromise, or resolve existing and potential problems with parents or other community members?

Who is primarily responsible for planning this activity?

Who is primarily responsible for deciding to include this activity?

Who is primarily responsible for conducting this activity?

Who is primarily responsible for coordinating this activity?

Who is primarily responsible for evaluating this activity?

Is this activity best suited for providing interaction between the school and the child, the school and the home, the school and its attendance area, or the school and the total school district?

VII. CHECKLIST - FOCUSED QUESTIONS

In your judgment, are any of these activities part of the school's home-school-community relations program?

Parent-teacher conferences

PTA or PTO

Parent advisory committee

School newsletter

Report cards

Volunteer aide program

Use of community resource peopel for instruction

Postive cards or notes

Parent questionnaires

Articles about school in local newspaper

Openness

Willingness to help

Friendliness on part of total staff

Students like school

PTO and PAC serve as sounding board

Facilities are a community resource

Communication and involvement of non-parent adults

VIII. REFERRALS

Who are some other knowledgeable and informed persons who would be willing to assist in this study and perhaps be interviewed?

Would you be willing to serve as a reference for me to that person by either writing, calling, or allowing me to use your name for introduction? (Note other names used in the body of the interview)

IX. Come back or telephone contact for additional data needs, or for information and clarification.

X. Follow-up letter of thanks.

APPENDIX B

PROGRAMMATIC AND NONPROGRAMMATIC ACTIVITIES

PROGRAMMATIC ACTIVITIES

Rank	Frequency	Item
1.	31	Parent-teacher conferences
2.	30	Volunteer Aide Program
3.	26	PTO
4.	21	PAB
5.	20	School Newsletter
6.	18	Positive cards, notes, or calls
7.	17	Use of community resource people for instruction
8.	15	Parent questionnaire or survey
9.	13	Articles about school in local newspaper
10.	12	Check List (Progress Report)
11.	12	Christmas Program
12.	9	Carnival (PTO Sponsored)
13.	9	Information Meetings
14.	9	Student Tutors
15.	8	Back-to-school Night
16.	8	Orientation Program for new parents
17.	6	Coffee Meetings with parents
18.	6	Foreign Language Program
19.	5	Choir
20.	5	Spring Music Program
21.	5	VIP Resource File
22.	5	Parents helping with clubs
23.	5	Slide Tape Show
24.	4	Parent Handbook
25.	4	Nature Center
26.	4	Parent Unit Night
27.	4	USSM
28.	4	Daily telephone calls by teachers to parents
29.	4	School-wide Schow and Tell
30.	3	Student Guides
31.	3	Welcome Wagon
32.	3	Use of service organizations
33.	3	Steering Committee
34.	3	Use of community resources
35.	2	After school sports activities
36.	2	National School Lunch Week
37.	2	Student groups performing
38.	2	Unit Newspaper
39.	2	Student plays
40.	2	Ecology Week
41.	2	Follow-around Day
42.	2	Human Values Program - Lateral Thinking
43.	1	School Scrapbook
44.	1	Summer Library Program

PROGRAMMATIC ACTIVITIES

Rank	Frequency	Item
45.	1	Simulations
46.	1	Parents dinner for teachers
47.	1	Building Improvement Committee
48.	1	Inservice day for teachers from district to visit ________ School
49.	1	Teacher-student games (volleyball, basketball)
50.	1	Christmas cards to parents from staff
51.	1	Open Enrollment
52.	1	Unit Meetings
53.	1	Week Ski Trip

NONPROGRAMMATIC ACTIVITIES

Rank	Frequency	Item
1.	35	Openness to the school
2.	30	Students like school
3.	22	Facilities serve as community resource
4.	21	Friendliness of total school staff
5.	19	Parents welcome in school
6.	18	Community positive about school
7.	17	Non-threatening, positive atmosphere
8.	17	Quick response of principal and teachers to parent calls
9.	12	Parents have access to principal and teachers
10.	12	Good rapport and mutual respect
11.	11	Willingness of staff to work together
12.	8	PTO/PAB serve as sounding board
13.	8	Staff very dedicated, honest
14.	8	Principal relates well with teachers and parents
15.	8	Teachers adept, professional
16.	7	Willingness of staff to help
17.	7	Teachers get down to student's level
18.	6	Varied activities for students
19.	6	Teachers motivate students
20.	6	Good personal, emotional support by teachers for students
21.	5	Teachers enjoy their work
22.	5	Teachers communicate well with students
23.	4	Teachers interested in children
24.	4	School allows personalities to develop
25.	4	Kids project positive image of school
26.	3	School comfortable place to be in
27.	3	Teachers follow through with parents
28.	3	Kids free to express themselves
29.	3	School like a community center
30.	3	Staff has a good time with themselves and students
31.	2	Esprit De Corps
32.	2	Teachers truthful and candid
33.	2	Appearance of school
34.	2	Staff relationships open
35.	2	Students have fantastic projects
36.	2	Staff comfortable with what they are doing
37.	2	Children polite
38.	2	Educational leadership strong
39.	2	Positive teacher attitude
40.	1	Willingness of school to have research conducted
41.	1	Parents trust in teachers
42.	1	Warmth of staff toward students
43.	1	School is a happy place
44.	1	Talking with parents in shopping areas

NONPROGRAMMATIC ACTIVITIES

Rank	Frequency	Item
45.	1	Staff bowls together
46.	1	Teachers living in school community
47.	1	Kids come first
48.	1	Low absenteeism
49.	1	School like a family
50.	1	Staff very cohesive bunch
51.	1	No put off on parent calls
52.	1	Good language used in building by staff and students
53.	1	School high point of student's day

APPENDIX C

SAMPLE QUESTIONNAIRE
FOR
STAFF, PARENTS, AND NONPARENTS

BACKGROUND DATA

Elementary School Staff

A. Your Position?

1. Teacher
2. Unit Leader
3. Principal
4. Other (specify in blank A)

A. ______

B. Sex?

1. Male
2. Female

B. ______

C. Highest level of professional preparation completed?

1. Less than Bachelors Degree
2. Bachelors Degree
3. Masters Degree
4. Masters + 30 credits
5. PhD

C. ______

D. Total years you have been working in an IGE school? D. ______

E. Do you live in the district where your school is located?

1. Yes
2. No

E. ______

F. Have you participated in a workshop or some other training experience which included the subject of Home-school-community Relations?

1. Yes
2. No

F. ______

G. Total years of teaching experience or working in education? G. ______

H. Total years teaching or working in the district? H. ______

I. Total years teaching or working in your present school? I. ______

BACKGROUND DATA

Parents

A. How would you best describe your occupation? A.__________________

B. Sex

1. Female
2. Male

B.__________________

C. Highest level of education completed?

1. Less than 12 years
2. Between 12 and 14 years
3. Between 14 and 16 years
4. More than 16 years

C.__________________

D. Have you participated in a workshop or some other training experience which included the subject of Home-school-community Relations?

1. Yes
2. No

D.__________________

E. Number of pre-school children? E.__________________

F. Number of elementary school children? F.__________________

G. Number of secondary school children? G.__________________

H. Number of children in private school? H.__________________

I. Number of post-secondary school children? I.__________________

J. Number of children not attending school? J.__________________

K. Number of years living in school attendance area? K.__________________

L. Number of years living in city? L.__________________

BACKGROUND DATA

Non-Parents

A. How would you best describe your occupation? A.________________

B. Sex

1. Female
2. Male B.________________

C. Highest level of education completed?

1. Less than 12 years
2. Between 12 and 14 years
3. Between 14 and 16 years
4. More than 16 years C.________________

D. Have you participated in a workshop or some other training experience which included the subject of Home-school-community Relations?

1. Yes
2. No D.________________

E. Number of pre-school children? E.________________

F. Number of elementary school children? F.________________

G. Number of secondary school children? G.________________

H. Number of children in private school? H.________________

I. Number of post-secondary school children? I.________________

J. Number of children not attending school? J.________________

K. Number of years living in school attendance area? K.________________

L. Number of years living in city? L.________________

HOME-SCHOOL-COMMUNITY RELATIONS ASSESSMENT QUESTIONNAIRE

SIDE ONE

Directions:

Please answer the following questions in terms of the _______ Elementary School by placing the number of the appropriate responses in the space provided for each question on the separate answer sheet. Place only one answer in each space. Do not place answers on this sheet.

QUESTIONS	RESPONSES

A. Who is primarily responsible for conducting or carrying out this activity?

Responses for question A

1 - board of education
2 - superintendent or other central office personnel
3 - Systemwide Program Committee (SPC)
4 - Principal
5 - Instructional Improvement Committee (IIC)
6 - unit leader
7 - unit members as a group (I&R unit)
8 - individual teacher
9 - Parent Advisory Board
10 - other parent group
11 - no one presently responsible
12 - other

B. How important is this activity in the home-school-community relations program?

Responses for question B

Extremely Important	Very Important	Important	Somewhat Important	Unimportant
5	4	3	2	1

C. How effective is this activity in the home-school-community relations program?

Responses for question C

Extremely Effective	Very Effective	Effective	Somewhat Effective	Ineffective
5	4	3	2	1

D. How well does this activity provide communication or interaction between

1 - the school and the child

2 - the school and the home?

3 - the school and its attendance area?

4 - the school and the total school district?

Response scale for questions D-1, D-2, D-3, D-4

Excellent	Very Good	Good	Adequate	Inadequate
5	4	3	2	1

E. How well does this activity accomplish the following:

1 - to acquire facts regarding problems, community educational preferences, or to identify groups and individuals whose interests and actions most affect the school program?

2 - to disseminate information to, or exchange information with, parents or other community members?

3 - to involve parents or other community members in assisting the school with instruction, recreation, program development or decisions, and evaluation?

4 - to persuade, work out a compromise, or resolve existing and potential problems with parents or other community members?

Response scale for questions E-1, E-2, E-3, E-4

Excellent	Very Good	Good	Adequate	Inadequate
5	4	3	2	1

SIDE TWO

Directions:

Please answer the following questions in terms of the________ Elementary School by placing the number of the appropriate responses in the space provided for each question on the separate answer sheet. Place only one answer in each space. Do not place answers on this sheet.

QUESTIONS	RESPONSES
A. Who is primarily responsible for making the decision to include this activity in the home-school-community relations program?	Responses for questions A, B, C, D, & E
B. Who is primarily responsible for planning for this activity in the home-school-community relations program?	1 - board of education 2 - superintendent or other central office personnel 3 - Systemwide Program Committee (SPC) 4 - principal 5 - Instructional Improvement Committee (IIC) 6 - unit leader 7 - unit members as a group (I&R unit) 8 - individual teacher 9 - Parent Advisory Board 10 - other parent group 11 - no one presently responsible 12 - other
C. Who is primarily responsible for conducting or carrying out this activity?	
D. Who is primarily responsible for coordinating or supervising this activity?	
E. Who is primarily responsible for assessing or evaluating this activity?	

F. How important is this activity in the home-school-community relations program?

Response for question F

Extremely Important	Very Important	Important	Somewhat Important	Unimportant
5	4	3	2	1

G. How effective is this activity in the home-school-community relations program?

Response for question G

Extremely Effective	Very Effective	Effective	Somewhat Effective	Ineffective
5	4	3	2	1

H. How well does this activity provide communication or interaction between

1 - the school and the child?

2 - the school and the home?

3 - the school and its attendance area?

4 - the school and the total school district?

Response scale for questions H-1, H-2, H-3, H-4

Excellent	Very Good	Good	Adequate	Inadequate
5	4	3	2	1

I. How well does this activity accomplish the following:

1 - to acquire facts regarding problems, community educational preferences, or to identify groups and individuals whose interests and actions most affect the school program?

2 - to disseminate information to, or exchange information with, parents or other community members?

3 - to involve parents or other community members in assisting the school with instruction, recreation, program development or decisions and evaluation?

4 - to persuade, work out a compromise, or resolve existing and potential problems with parents or other community members?

Response scale for questions I-1, I-2, I-3, I-4

Excellent	Very Good	Good	Adequate	Inadequate
5	4	3	2	1

SIDE ONE
Home-school-community Relations Assessment Questionnaire
ANSWER SHEET

Directions: Please respond by placing only one number in each space.

The school staff encourages parents to visit, observe, and talk with teachers

A ____
B ____
C ____
D-1____
D-2____
D-3____
D-4____
E-1____
E-2____
E-3____
E-4____

Students display their enthusiasm and involvement in the many activities provided for them

A ____
B ____
C ____
D-1____
D-2____
D-3____
D-4____
E-1____
E-2____
E-3____
E-4____

The school facilities function as a community resource

A ____
B ____
C ____
D-1____
D-2____
D-3____
D-4____
E-1____
E-2____
E-3____
E-4____

The staff generates a feeling of warmth and friendliness toward all who enter the school

A ____
B ____
C ____
D-1____
D-2____
D-3____
D-4____
E-1____
E-2____
E-3____
E-4____

Parents demonstrate their positive support for the school through their willingness to become involved in the school's programs and activities

A ____
B ____
C ____
D-1____
D-2____
D-3____
D-4____
E-1____
E-2____
E-3____
E-4____

The staff generates a comfortable, non-threatening, positive atmosphere toward students, parents and visitors

A ____
B ____
C ____
D-1____
D-2____
D-3____
D-4____
E-1____
E-2____
E-3____
E-4____

The principal and teachers respond to parent calls the same day or within a reasonable amount of time

A ____
B ____
C ____
D-1____
D-2____
D-3____
D-4____
E-1____
E-2____
E-3____
E-4____

Parents have easy access to the principal and teachers about concerns no matter how trivial

A ____
B ____
C ____
D-1____
D-2____
D-3____
D-4____
E-1____
E-2____
E-3____
E-4____

The staff generates rapport and a feeling of mutual respect between themselves and parents

A ____
B ____
C ____
D-1____
D-2____
D-3____
D-4____
E-1____
E-2____
E-3____
E-4____

The staff works well together in planning activities for children

A ____
B ____
C ____
D-1____
D-2____
D-3____
D-4____
E-1____
E-2____
E-3____
E-4____

SIDE TWO

Home-school-community Relations Assessment Questionnaire

ANSWER SHEET

Directions: Please respond by placing only one number in each space

PTO	PARENT-TEACHER CONFERENCES	VOLUNTEER AIDE PROGRAM	CHRISTMAS AND SPRING MUSIC PROGRAMS	PARENT ADVISORY BOARD	SCHOOL NEWSLETTER
A.____	A.____	A.____	A.____	A.____	A.____
B.____	B.____	B.____	B.____	B.____	B.____
C.____	C.____	C.____	C.____	C.____	C.____
D.____	D.____	D.____	D.____	D.____	D.____
E.____	E.____	E.____	E.____	E.____	E.____
F.____	F.____	F.____	F.____	F.____	F.____
G.____	G.____	G.____	G.____	G.____	G.____
H-1____	H-1____	H-1____	H-1____	H-1____	H-1____
H-2____	H-2____	H-2____	H-2____	H-2____	H-2____
H-3____	H-3____	H-3____	H-3____	H-3____	H-3____
H-4____	H-4____	H-4____	H-4____	H-4____	H-4____
I-1____	I-1____	I-1____	I-1____	I-1____	I-1____
I-2____	I-2____	I-2____	I-2____	I-2____	I-2____
I-3____	I-3____	I-3____	I-3____	I-3____	I-3____
I-4____	I-4____	I-4____	I-4____	I-4____	I-4____

POSITIVE CARDS, CALLS, OR NOTES	USE OF COMMUNITY RESOURCE PEOPLE FOR INSTRUCTION	PARENT QUESTIONNAIRES OR SURVEYS	ARTICLES ABOUT SCHOOL IN LOCAL NEWSPAPER	CHECK LIST (PROGRESS REPORT)
A.____	A.____	A.____	A.____	A.____
B.____	B.____	B.____	B.____	B.____
C.____	C.____	C.____	C.____	C.____
D.____	D.____	D.____	D.____	D.____
E.____	E.____	E.____	E.____	E.____
F.____	F.____	F.____	F.____	F.____
G.____	G.____	G.____	G.____	G.____
H-1____	H-1____	H-1____	H-1____	H-1____
H-2____	H-2____	H-2____	H-2____	H-2____
H-3____	H-3____	H-3____	H-3____	H-3____
H-4____	H-4____	H-4____	H-4____	H-4____
I-1____	I-1____	I-1____	I-1____	I-1____
I-2____	I-2____	I-2____	I-2____	I-2____
I-3____	I-3____	I-3____	I-3____	I-3____
I-4____	I-4____	I-4____	I-4____	I-4____

APPENDIX D

VERBAL DIRECTIONS FOR ADMINISTERING QUESTIONNAIRES

VERBAL DIRECTIONS

1. Please note that there are three sections to the questionnaire: a) Background data, b) Questionnaire, and 3) Answer Sheet.

2. Please note that there is a side one and two to both the questionnaire and answer sheet.

3. Mark all answers on the answer sheet.

4. Look at the questionnaire, side one, question A. Reference is made to an activity. This activity is found on side one of the answer sheet. There are ten activities on side one. Read the question and activity; then select one of the twelve responses found under "Response for Question A," on the questionnaire, and place the appropriate number in the blank beside A under the first activity. Remember that the answers are always placed on the answer sheet.

5. Continue in the same manner with question B. Note that the response for question B is a scale. Place a number from 1 through 5 next to question B on the answer sheet.

6. The remaining questions are similar to question B.

7. Once you have completed side one, turn both the questionnaire and the answer sheet over to side two. Answer the questions in the same manner as you did on side one.

8. If you have any questions, please feel free to ask for assistance at any time.

APPENDIX E

SAMPLE LETTER TO PARENTS

the
Wisconsin
Research and Development Center
for Cognitive
Learning

the University of Wisconsin · 1025 West Johnson Street · Madison, Wisconsin 53706 · (608)262 - 4901

February 26, 1976

Beattie Elementary School is serving as a research site for the Research and Development Center for Cognitive Learning at the University of Wisconsin, Madison, Wisconsin. The research in home-school-community relations is being conducted in two phases.

Phase one involves interviewing selected school staff members, parents and citizens in the school attendance area. This phase has been completed. Phase two involves administration of a home-school-community relations questionnaire to the staff, parents, and citizens in the school attendance area.

Your name was selected as being a parent in the Beattie Elementary School attendance area through the use of a random sample technique. It is hoped that you will be willing to participate in taking the home-school-community relations questionnaire.

A joint meeting is scheduled with the Beattie Elementary School PTO and selected parents and citizens on March 11, 1976 from 7:30 to 9:00 p.m. in the school to explain the work which is being done at the University of Wisconsin in the area of home-school-community relations, and to administer the questionnaire. The approximate time for taking the questionnaire is forty-five to sixty minutes.

I will be contacting you to determine whether or not you are available for the March 11th meeting, and to answer any questions or concerns you may have.

Sincerely,

Roy V. Lake

Roy V. Lake
Project Assistant

National Evaluation Committee

Francis S. Chase, Chairman
Emeritus Professor
University of Chicago

Helen Bain
Past President
National Education Association

Lyle Bourne
Professor
University of Colorado

Sue Buel
National Evaluation Committee

Roald F. Campbell
Emeritus Professor
The Ohio State University

George E. Dickson
Dean, College of Education
University of Toledo

Larry R. Goulet
Professor
University of Illinois

Chester W. Harris
Professor
University of California - Santa Barbara

William G. Katzenmeyer
Professor
Duke University

Barbara Thompson
Superintendent of Public Instruction
State of Wisconsin

Joanna Williams
Professor
Teachers College
Columbia University

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Coordinator
R & D Center

Dale D. Johnson
Associate Professor
Curriculum and Instruction

Herbert J. Klausmeier
Member of the Associated Faculty
R & D Center

James M. Lipham
Member of the Associated Faculty
R & D Center

Wayne R. Otto
Associate Director
R & D Center

Richard A. Rossmiller
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School of Family Resources
and Consumer Sciences

Len Van Ess
Associate Vice Chancellor
University of Wisconsin - Madison

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Vernon L. Allen
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B. Dean Bowles
Professor
Educational Administration

Thomas P. Carpenter
Assistant Professor
Curriculum and Instruction

Marvin J. Fruth
Professor
Educational Administration

John G. Harvey
Professor
Mathematics
Curriculum and Instruction

Frank H. Hooper
Professor
Child Development

Herbert J. Klausmeier
V.A.C. Henmon Professor
Educational Psychology

Joseph T. Lawton
Assistant Professor
Child Development

Joel R. Levin
Professor
Educational Psychology

L. Joseph Lins
Professor
Institutional Studies

James M. Lipham
Professor
Educational Administration

Donald N. McIsaac
Professor
Educational Administration

Gerald Nadler
Professor
Industrial Engineering

Wayne R. Otto
Professor
Curriculum and Instruction

Robert G. Petzold
Professor
Music
Curriculum and Instruction

Thomas S. Popkewitz
Assistant Professor
Curriculum and Instruction

Thomas A. Romberg
Professor
Curriculum and Instruction

Richard A. Rossmiller
Professor
Educational Administration

Dennis W. Spuck
Assistant Professor
Educational Administration

Michael J. Subkoviak
Assistant Professor
Educational Psychology

Richard L. Venezky
Professor
Computer Sciences

J. Fred Weaver
Professor
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Larry M. Wilder
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